DOCUMENT RESUME

ED 283 594 PS 016 434

TITLE	Off to a Good Start...You and Your Baby.
INSTITUTION	Pennsylvania State Univ., University Park. Cooperative Extension Service.
PUB DATE	[84]
NOTE	68p.; Printed on colored paper.
AVAILABLE FROM	Publications Clerk, 437 Agricultural Administration Building, Pennsylvania State University, University Park, PA 16802 (Complete set of 9 publications, $2.25; discount available on orders over $100.00. Publications also sold separately.)
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Childrens Games; Fathers; Health; *Individual Development; *Infant Behavior; *Infants; Language Acquisition; Learning Activities; Parent Education; *Parent Influence; *Parent Responsibility; Parent Role; Personality Development; Physical Development; Preschool Children; *Toddlers

ABSTRACT

Presented in this document are nine brief study guides which offer advice and information about parenting to parents of infants and toddlers and which collectively make up the "Off to a Good Start" home study program. An information sheet on how to enroll in the program and receive these materials, which are sent to registrants approximately every three months for two years, is also included. The first study guide covers the newborn's first months; the other eight guides cover the baby's development in the following stages: from 3 to 6 months; from 6 to 9 months; from 9 to 12 months; from 12 to 15 months; from 15 to 18 months; from 18 to 21 months; from 21 to 24 months; and for 24 months and beyond. Each pamphlet provides, in addition to developmental information, a chart of developmental milestones for the period under consideration, and suggestions for developmentally appropriate activities. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED283594
PS 016434

Congratulations! You're a new parent

You have been anticipating your baby for some time and probably spent quite a few hours thinking about the baby's arrival and what you would do. You may have imagined what your baby will look like and how he or she will behave. If you are a first-time parent, you probably also have had or will have some anxious moments when thinking about this new child. This concern or worry is normal. All new parents experience some anxious times.

It helps to learn and talk about your new baby. We tend to worry less if we have some idea what to expect. It's also fun to know in advance what's going to occur and then watch it happen!

The Cooperative Extension Service is pleased to make available to you, "Off to a Good Start . . . You and Your Baby," a home-study program that will help you learn about your baby. All kinds of useful ideas and hints on rearing your baby are contained in the program, and you can read and study the materials in your home. We hope you'll discuss the ideas and try some of the suggestions.

You may enroll in this free program by simply filling out the request form printed on the back. Return it to your county Cooperative Extension Service office. You will receive study material approximately every three months for two years. Please notify your Cooperative Extension Service office if you move and give the staff your new address.

As a new parent, it's certain your life will change. You will have many moments and hours of joy while you hold and cuddle your baby. As your child develops, you will experience the unfolding of a new life — a new person.

Try to relax — to take time to be with your child. Let the child feel your love and warmth by frequent kissing, holding, and cuddling. Talk often with the baby — even though in the first months the baby's response may seem vague.

Father especially needs to spend time with his baby. Today, research shows that fathers are spending much more time with their infants than in times past. Sometimes a father may feel a little "left out" as Mother nurses the infant and directs much of her attention to the child. Between feedings, Father can hold or walk with the baby. A baby, at a very young age, recognizes Father.

The father who participates actively in caring for the infant also helps the mother. After childbirth, it takes time for the new mother to regain her strength and make adjustments in her life. There's more work to do!

The new mother needs extra rest and time to relax. The father not only can care for the baby, but he can help by doing some of the jobs around the house. By sharing, both will be better able to relax and enjoy the new baby.

Life will change for both parents. New parents trade some of their freedom for the satisfaction and joys of being parents. There probably will be fewer nights out — less contact with friends, more work and, of course, there are going to be times you are worried about your new baby.

Many couples find that after birth, with the resulting changes in the mother's body, their intimate relations are less pleasurable. Again, this is normal. It helps if the mother and father talk about it with each other. They need to share their feelings honestly and openly and explore new

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Penn State Coll. of Agriculture
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ways to express their love. Many times this loss of appeal is simply due to loss of sleep or worry over their new roles as parents.

Some new mothers expect to experience nothing but joy. They are surprised one day to find they really feel "blue" or "down." Again, this is normal. The new mother is adjusting her life to include the baby; she loses sleep and may be concerned that she can't seem to get everything accomplished that she'd like to. Here is where others, especially the new father, can help. If her feeling "blue" or "down" persists or has her overly concerned, she should discuss it with her physician or midwife or with another young mother who has gone through birth in the last 12 months or so.

We of the Cooperative Extension Service wish you the very best as you embark on the most important job of parenting. We hope you'll take advantage of the "Off to a Good Start" program.

Your Cooperative Extension Service office has available other information and programs that you and your family will find helpful, such as materials on nutrition, family health, and substitute child care. For more information on these programs contact:

Complete this form and mail to:

Please enroll me in the OFF TO A GOOD START program.

_____
Name

_____
R.F.D. or Street Address

_____
City State Zip

Infant's birth date _____

PS 016434

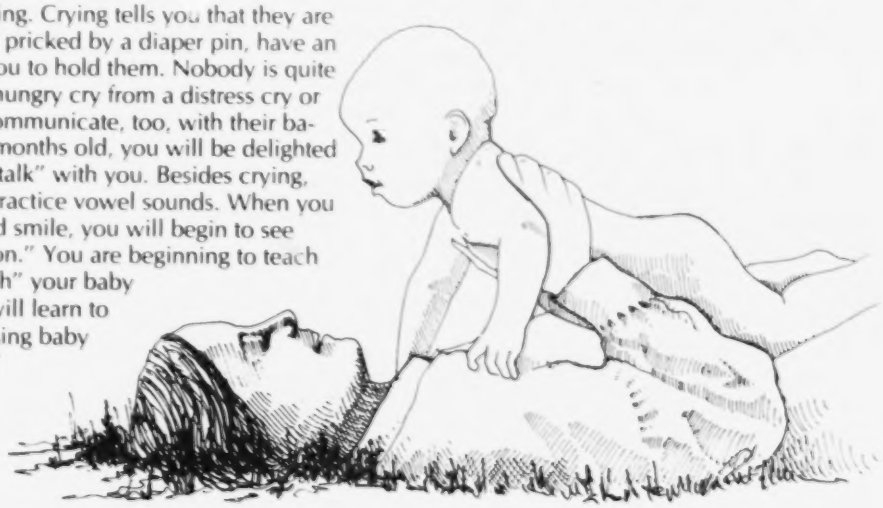
The newborn's first months

Newborn babies often seem completely helpless. They eat, sleep, and cry. They depend upon adults to meet all their basic needs. But, as you observe your infant, you will notice that he or she begins to learn immediately after birth. At first, babies learn by looking, and they become quiet to look for very short periods of time. By three months, however, your infant will remain alert for longer periods of time during the day. Watch the way your infant looks about. Notice how he or she searches for moving sounds. Sometime when your infant is awake and lying quietly in the crib, start talking in a clear, low voice from across the room. You will see the infant turn his head to try to locate the sounds.

Over the next several months, babies are getting stronger physically, too. If they are on their backs, they will arch their backs and stretch their necks so they can look at more parts of the room. On their stomachs they will become strong enough to lift their heads and chests briefly. Again, this helps them see more things around them.

Your baby's hands begin to be important now. As babies grow, they become more active. When they wave their hands, they see them. Soon they will learn how to control the hand so they can look at it when they want to. This teaches them that self is different from the rest of the world. Also, they learn that they can influence their environment, which will be important when you want them to learn to be independent in dressing and feeding themselves.

Newborn babies communicate by crying. Crying tells you that they are hungry, need a diaper change, are being pricked by a diaper pin, have an upset stomach, or are lonely and need you to hold them. Nobody is quite sure how, but parents usually can tell a hungry cry from a distress cry or an attention-getting cry. So parents do communicate, too, with their babies. But by the time your child is three months old, you will be delighted to see that he has learned new ways to "talk" with you. Besides crying, your baby will smile, coo, babble, and practice vowel sounds. When you imitate your infant's sounds, or laugh and smile, you will begin to see how you can stretch out the "conversation." You are beginning to teach your child language! Remember to "teach" your baby by speaking correctly. Since your baby will learn to talk by imitating what he or she hears, using baby talk will give your infant a poor model of language.



For now, infants are still learning that the world is a comfortable place to live. When hungry, you feed them; when wet, you change them. If you help them learn that the world is predictable and reliable, they will be more eager to become independent and well-adjusted explorers later.

The Pennsylvania State University, Cooperative Extension Service, University Park, Pennsylvania

Safety tips

- Never leave your infant unattended on a changing table or bed or other high place. They will very soon be active enough to roll off and may be hurt.
- Never leave safety pins open and lying near the baby. Also, do not put safety pins in your mouth. As your baby gets older, he or she might imitate you and accidentally swallow the pin.
- Always use an approved infant seat when you take your baby in a car. Even if you are holding the baby, he might be torn from your arms by the force of a sudden stop or collision.
- Check toys and other objects around your baby to see that there are no small parts that can be swallowed. Infants investigate their world by putting nearly everything they pick up into their mouths. This is one of their first ways of learning about the physical world.
- Make sure that baby's crib has narrow spaces between slats. Federal regulations specify that slats should be no more than 2 3/8 inches apart. If your crib was built before 1976, it may not meet this guideline. Be sure to put in more slats or put bumper guards inside the crib. As infants begin moving around more, they should be protected from getting their heads caught between the slats.

How to use "Off to a Good Start"

This brochure has holes punched so that you can keep it in a three-ring notebook. You will want to save the issues of "Off to a Good Start" in a notebook so that you can refer to them from time to time.

The Activity page is marked so that you can tear it off and post it some place where you can refer to it, such as on your refrigerator door.

Do you have a Baby Book? If not, how about using your "Off to a Good Start" notebook? Besides these brochures, you can add notes on your baby's growth. We will include in each issue a space like the one below where you can record major events. Some information you might want to note includes:

- Baby's weight and length once a month.
- Baby's sleeping and eating patterns. For example, "May 19, baby now sleeps through the night until 7:00 a.m."
- Favorite toy.
- New skills, for instance, the date baby first rolls over, sits alone, says "dada" and so on. You can use the "Milestones of Baby's Growth" chart included in this issue to watch for important developments.
- Date of arrival of each tooth.
- Important events: first trip to grandmother's, first haircut.

Notes on baby's growth

Child care

Many mothers return to work after their babies are born. Finding someone to care for your baby is important. A restaurant owner interviews potential employees with care before hiring someone even to wash dishes. You are hiring someone to care for your own child. How much more careful you should be to make sure your baby is in good hands!

When thinking about child care, think beyond the notion of a baby-sitter, an antiquated term today. In the past baby-sitting was usually for a rather brief period of time; the parents were going out in the evening and would get a teenage boy or girl or an older person to stay with the children for a few hours. They only expected the sitter to *watch* the children, which meant keep them safe, heat up the casserole dish that had been prepared for supper, and get them into bed at a reasonable time.

While a care giver is still often needed for an occasional evening out, the circumstances are different when Mom is working. That's why we suggest that the term "baby-sitter" is outdated. More and more children need a substitute care giver on a regular basis and for extended periods of time. The care giver needs to do more than "sit"; care giving is a *job* with obligations and responsibilities. Parents can expect the substitute care giver to help the child grow and develop just as the parents would do. So whether you select someone to come into your home or you choose to place your baby in a day-care home or day-care center, give some thought to the qualities of a care giver that are important to you and to your baby's care.

If you decide on out-of-home care, here are some suggestions and questions to help you select a good setting.

1. Is the home or child-care center clean and safe? Is it as baby-proof as your own home?

2. Are there safe toys available for children to use?

3. Is there a separate room or quiet corner for sleeping?

4. There should be a fenced area with some toys and swings outdoors.

5. There should be at least one adult to care for each six children. (Include the care giver's children as part of the six children.) If there is more than one infant present, the care giver should care for no more than four children in all, for instance, two infants and two pre-schoolers.

6. Does the care giver or child-care center allow you to come and watch your child with or without calling in advance? You *always* should watch for a couple of hours or even a full day or for several days when you first take your child to a new care giver.

7. Ask if the adults have had a medical examination recently to insure they are healthy enough to care for 4 to 5 active young children.

8. Does the adult play with the children rather than just see that the children do not hurt themselves? Does he or she laugh, smile, hug, and in general show warmth toward the children?

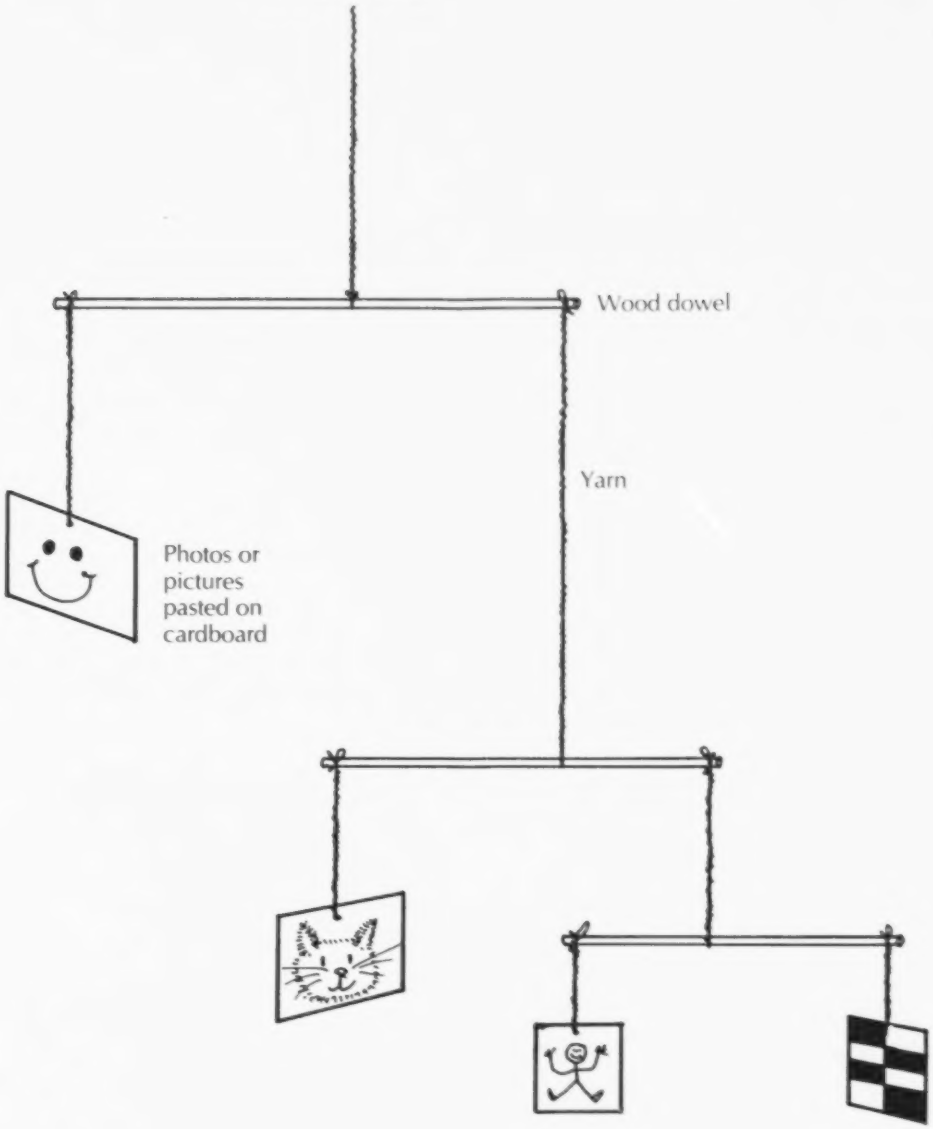
9. Ask how the care givers handle behavior problems.

10. Do they listen to your suggestions and answer your questions?

11. Do they have a telephone to contact you in case of emergencies?

12. Do the adults talk with parents about the child's day when parents come to pick the children up?

MOBILE



Activity page

All you need to make a very colorful mobile for your newborn are some brightly colored yarn or heavy cord, three wooden dowels, some colored photographs of your family or pictures from magazines, cardboard, and paste.

1. Paste photograph or picture on stiff cardboard.
2. Punch hole in top of pictures and tie with one end of yarn piece.
3. Tie other end of yard to the sticks or dowels as shown in diagram.
4. Hang from ceiling above infant's bed.

COOPERATIVE EXTENSION SERVICE
U.S. DEPARTMENT OF AGRICULTURE
THE PENNSYLVANIA STATE UNIVERSITY

323 Agricultural Administration Building
University Park, Pennsylvania 16803-9975

Official Business

Off to a Good Start . . .
You and Your Baby, Program Director *James E. Van Horn*, Extension Family Sociologist. Child Development material contributed by *G. L. Schilmoeller*, formerly Assistant Professor of Child Development, with *Florence Long* and *John Worobey*, graduate students. Nutrition material reviewed by *Anna Resurreccion*, Extension Nutritionist.

Penn State is an affirmative action, equal opportunity university.

Issued in furtherance of Cooperative Extension work, Acts of Congress May 8 and June 30, 1914 in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. L. F. Hood, Director of the Cooperative Extension Service, The Pennsylvania State University.

File No. VIC 2b R5M187 U Ed. 84-459

COOPERATIVE EXTENSION SERVICE
The Pennsylvania State University, University Park, Pennsylvania 16802

Parent Education

MILESTONES OF BABY'S GROWTH

Every child is unique and develops at his/her own rate.
These milestones should be used only as general guides to your child's development.

	Here's how your baby's body will grow	Here's how your baby's personality will grow	Here's how your baby's language will grow
By 3 months	holds head and chest up when on tummy	smiles at faces	cries less and vocalizes more
	begins to eat and sleep more regularly	is more alert and looks around longer	responds to voices
By 6 months	reaches out for things and grasps them	looks carefully at the things he or she sees	laughs and squeals
	sleeps in a favorite position	recognizes you best; may be afraid of others	coos for long periods of time
	gets first teeth	smiles at other children	shows pleasure or displeasure with sounds
By 9 months	grasps a rattle and shakes it on purpose	feeds self a cookie or cracker	says "da-da"
	sits unsupported for up to a minute	can hold own bottle	imitates sounds
	transfers things from hand to hand	shy with strangers	responds to own name
	stands if held by hands	smiles at own face in mirror	watches others
By 12 months	sits steadily for 10 minutes	is getting more confident with strangers	waves "bye-bye"
	pulls self to a standing position	shows emotions — affection, sympathy, jealousy	understands "no-no"
	picks something up with fingers	likes to be with adults	says two words
	crawls on hands and knees	cooperates in dressing	turns pages of book
By 15 months	cruises by walking holding onto things	lets you know if diaper is soiled	points to wanted things
	stands by self momentarily	doesn't listen to "no"	says five words, including people's names
	scribbles when given a crayon	throws or drops things from high chair, but wants them back	understands simple commands ("show me your eyes")
	walks a few steps	very curious	imitates adult speech
	creeps up stairs	approaches other children	points to clothes, body parts when named
By 18 months	walks without falling	acts impatient when meeting difficulties	uses "no" himself or herself
	walks up stairs with hand held	is disobedient when told to do something	points to pictures that are named
	can pull or throw a toy	takes off shoes, flushes toilet	still babbles, understands but doesn't try to communicate with you
By 21 months	squats without falling down	pulls you to show you something	asks for food, drink, or bathroom
	kicks a ball across the floor	drinks well from a cup	puts two words together
	stacks rings or blocks	hugs you and toys	says 20 words or more
By 24 months	runs without falling	imitates housework	puts together a three-word sentence
	walks up and down stairs	doesn't share, but gives if asked	uses "I," "me," and "you"
	turns pages of a book	puts on simple clothing	names and points to pictures
Beyond 24 months	walks on tiptoes	washes and dries hands	gives first and last names when asked
	jumps with both feet	plays games like tag with others	uses plurals
	stands on one foot	likes to order other children around	can name and point out colors

PS 016434

3-6 months

Your baby's body is growing

By three months, your baby is no longer a newborn. Indeed, in the next three months, you probably will see so many changes that it will be hard to believe you have the same baby. The early exploration of the baby's world with his or her eyes has grown greatly. Soon the baby will reach out for things, and be more successful in grasping them deliberately. A few weeks ago, holding onto something was just a reflex — the baby grabbed because something touched his palm. But now you will notice your baby holding on to things because he *wants* to grab them. Besides having better use of their hands, babies can focus their eyes better. They will look at the rattle and be able to grab it successfully. This is called eye-hand coordination — you use it for sewing, hammering, measuring in cooking, playing softball — it is a very useful skill!

Over the next few months, your baby will be working on sitting alone without your help. He will be able to hold his head steady, maybe even for a half an hour, without toppling over. Add sitting to the baby's new abilities of reaching and grasping, and he really will be able to study the toys that you leave nearby. Since babies do not know which toys are theirs and which are for others, you need to make sure that anything in the baby's reach is safe to be played with or chewed on.

Your baby's personality is growing

Your infant is beginning to be able to tell mother from dad, and both from strangers. At first, babies do not know you exist when you are out of sight — quite simply, for infants, when you are out of sight, you are out of mind. But as they learn that you do exist when you are not in the room, they might begin to cry or fuss if you leave them alone or if a stranger happens to come near them. This is called "stranger anxiety," and will become more evident by about 6 to 9 months. This happens with most babies, so it is nothing to be concerned about during their first year. Remember, they are eager to learn, and people fascinate them. So they should warm up to strangers, given a little time. For now, the crying shows that your baby knows you from other persons, and that you are an important and trusted person. You are being a good parent.

Your baby's memory will improve too. Not only will he recognize familiar faces, but he'll remember things well enough to know if they're missing. So be prepared to pick up a toy if he drops one, since he now has a vivid picture of that item he was just holding and may cry if he can't make it reappear.

Your baby should start sleeping quite regularly and may even get on a nap schedule. Since babies often make noises and move about during the night, you might be tempted to walk in to help him adjust. But it's better to let him be, given that he's all right, so that you don't get into a pattern of going into his room a couple of times a night. Don't worry about the position he's in either. By six months your baby will have probably already figured out the most comfortable way to rest. And once he can roll over, he'll have even more control in getting a good night's sleep. So make sure he's got those bumpers around his crib for all the moving about he'll be doing.

The Pennsylvania State University, Cooperative Extension Service, University Park, Pennsylvania

Babies tell you how they feel

You may have already noticed your baby smiling more — at you, at others, and at himself in the mirror. Soon, he may begin crowing and really laughing at the things he sees around him. And with the crying that may accompany the coming in of his first teeth around six months, who can't use a hearty laugh to brighten those hectic days of early development?

Please remember that your baby is a unique individual, and develops at his own special pace. The information presented here gives the stages when most babies accomplish these milestones. Your baby may reach them earlier or later than others of the same age. If you have concerns about your infant's development, be sure to ask your doctor or nurse when you take your baby for the regular check-ups.

Feeding your infant

Feeding does more than satisfy your infant's hunger and nutritional needs. A prompt response to your infant's hunger cries builds trust. The close physical contact during feeding helps strengthen emotional ties between the infant and parents.

At 3 months, infants still are on a liquid diet almost exclusively. You may have elected to breast-feed your infant for a variety of reasons. As your infant gets older, you may be contemplating shifting to bottle-feeding and solids. Maybe you need to return to work. Perhaps breast-feeding in public is too uncomfortable, and you find that you are remaining at home almost constantly as a result. There are important reasons, though, to consider continuing to breast-feed for a while longer. For one thing, your own milk has special characteristics matched to the nutritional needs of your infant and is thought to help build immunities against certain infections and food allergies in infants. Also, the emotional attachment between mother and infant during feeding is an important element in your infant's development. Supplemental bottles of iron-fortified formula and even your own milk can be provided to aid you in cases where you need to be away for work or want some time away from your infant for social reasons.

Bottle-feeding is the choice of many mothers. If you have chosen to bottle feed your infant, consult your doctor for a suitable formula. DO NOT feed your baby whole cows' milk, 2 percent milk, or skim milk. Bottle-feeding does not have to lessen the emotional benefit of the feeding situation. What is important is for a parent to feed the infant the bottle. Propping the bottle up and then leaving deprives your infant of important trust-building interaction, and may prolong your infant's dependence on the bottle as a pacifier in stressful situations. Besides, the baby may spit up and choke if left unattended this way.

Whether you breast-feed or bottle-feed, fathers are encouraged to participate actively. Suggestions for how fathers can participate in feeding can be found in the Special Note to fathers.

If you decide to breast-feed your infant, ask your doctor about iron supplements when your baby is 4 months old.

MILESTONES OF BABY'S GROWTH

Every child is unique and develops at his/her own rate.
These milestones should be used only as general guides to your child's development.

	Here's how your baby's body will grow	Here's how your baby's personality will grow	Here's how your baby's language will grow
By 3 months	holds head and chest up when on tummy	smiles at faces	cries less and vocalizes more
	begins to eat and sleep more regularly	is more alert and looks around longer	responds to voices
By 6 months	reaches out for things and grasps them	looks carefully at the things he or she sees	laughs and squeals
	sleeps in a favorite position	recognizes you best; may be afraid of others	coos for long periods of time
	gets first teeth	smiles at other children	shows pleasure or displeasure with sounds

Thumb or pacificer?

Besides sucking the breast or bottle, most babies will suck on other available objects. Sucking is part of the baby's use of the mouth to learn about the world. Babies also use sucking to calm themselves down when they are upset. The two things most frequently used are the thumb or a pacifier. Thumb-sucking is perfectly natural. It occurs even before the baby is born. If you do not draw too much attention to it by keeping your baby from thumb-sucking, your baby usually will stop thumb-sucking some time in the first 5 years of life. If you decide to use a pacifier as an alternative to thumb-sucking, is it important not to over-use it to quiet your baby whenever he cries. If he cries, first check to see if the baby needs feeding, a diaper change, or change of position in the crib. Sometimes your baby just needs to be held. Try all of these things before offering the pacifier.

Whether you allow your infant to suck his thumb or to use a pacifier, let the infant decide when to stop. Many experts feel there is no reason to be concerned with thumb-sucking until the child's permanent teeth come in during the early school years.

Discipline

Many of us may not think of discipline as an issue to talk about when our children are only 3 months old. And certainly we should not be thinking about our infants obeying or disobeying us. But it is important to remember that how you treat your baby now will be helpful later when your child begins to learn what he can and cannot do. What matters now is that you be a warm, loving, and reliable parent, a person your infant can trust to help when he needs to eat, have his diapers changed, or be held to feel secure. If you meet these emotional needs now, your infant will learn to trust you later when you have to set limits to protect him from harmful situations.

Brothers and sisters

Those of you with older children, especially those under five, may have noticed several changes in the way they behave. Perhaps your older child now sulks around the house, says things like, "I wish that baby were dead!" or has even hit or bitten the baby. Or a child who previously was completely toilet-trained now wets or soils his or her pants. Good eaters may no longer feed themselves, or may become very messy at mealtimes. Before the baby came they were cheerful, happy, well-behaved; now they whine or disobey you. Such behavior in an older child does not mean your child is suddenly bad. More likely, your child feels threatened or insecure because this new baby has taken your attention away. Attacks on the baby, misbehaving, or acting helpless in areas of toileting, feeding, dressing, and other self-help skills are ways older children use to get your attention and to try to restore life to the earlier days when they were on center stage.

You can help your child adjust to the new baby in several ways. One way is to involve the older child in routine activities with the baby. Helping you get things ready for bathing or changing baby allows the older child to receive your approval for his behavior and to feel that he is needed to help this growing family work together. A second thing to do is to have a small surprise for your older child so he won't feel left out when visitors come with gifts for the new baby. There is a third, very important way to help the older child adjust. Create a special time for the older child, when the baby is sleeping or being watched by another person. Read a favorite story together. Go downtown to get an ice cream cone. Take a walk in the park. Play one of your child's favorite games. Both mom and dad should try to do this regularly. In this way you will reassure the child that your love is just as strong as ever. The older child will learn that the baby is an important addition to the family, but has not taken the older child's place.

Child care on evenings out

By the time your infant is 3 months old, you may consider asking someone from outside the home to care for your baby on occasion. Parents *do* need a break from the baby to relax or to spend some time with each other. But don't let just anyone care for your baby. Some qualities of a good care giver include dependability, patience, competence, and most importantly, ease and enthusiasm in caring for your baby. A care giver does more than just sit, he or she provides emotional care and tends to physical needs.

When you do leave your baby with this person, make sure you let her know:

1. Your full names.
2. Where you will be and how you can be reached.
3. The phone number of the baby's doctor, hospital, Poison Control Center, and a neighbor who could help in an emergency.
4. What the baby will be eating and when.
5. The baby's sleep schedule.
6. Where to find diapers, extra clothes, towels and washcloth, etc.
7. What time you will be returning.

Health and medical tips

The American Academy of Pediatrics recommends a series of shots and oral vaccines to immunize your infant against many diseases. Along with these vaccinations, a series of well-baby checkups is recommended according to the following schedule:

2 months — checkup and 1st DPT (Diphtheria-Pertussis-Tetanus) shot
1st Trivalent Oral Polio vaccine

4 months — checkup and 2nd DPT shot
2nd Oral Polio vaccine

6 months — checkup and 3rd DPT shot

These checkups and immunizations can be received from a private physican or through your local public health clinic. They are important to assure the healthy development of your child. Further, the shots are required by many school districts before your child can be admitted.

To help you keep a record of your baby's health care, we'll provide a checklist like the one below several times each year so you can note when your baby receives checkups and inoculations.

When your baby receives the following checkups and inoculations, write in the date it occurred on the line provided below.

Checkup dates

2 month _____	1st DPT _____	1st Polio vaccine _____
4 month _____	2nd DPT _____	2nd Polio vaccine _____
6 month _____	3rd DPT _____	

Notes on baby's growth

No bedtime pacifier

Sometimes parents are tempted to prop a bottle in bed at night or use a sweetened pacifier to help their baby go to sleep. These are *not* good ideas.

Why?

- The baby might accidentally suffocate if he gets his face entangled in the pillow or blanket used to prop the bottle.
- If the baby spits up, he might choke.
- As baby teeth come in, the milk or sweetener that remains in a baby's mouth from these bedtime bottles or sweeteners can cause serious cavities.
- Finally, if your baby becomes dependent upon this bedtime bottle, it might become difficult to stop the practice later. Take the time to *feed* the bottle to your baby at bedtime, and then put him to bed *without the bottle*. Everyone will be happier in the long run.

Car travel

Did you know that car accidents are a major killer of young children? Of course, babies are too small for seat belts, and even preschoolers can be hurt more than helped by a seat belt. Here are some tips for carrying your baby safely in the car:

- Use an infant bed or seat which is approved for use in the car. Make sure the bed or seat is firmly strapped down. The carrier should have extra padding around the head area.
- Put the infant in the back seat if possible.
- If the infant is in a bed, the bed should have netting and straps over the top so the baby can't be thrown out. A seat should have restraint straps which protect the child's entire torso.

Special note to fathers

By now your baby is becoming an interesting individual to watch and play with, and you are probably finding some time each day to do just these things. But what about the more routine activities that have to do with your baby's care? There is no reason why fathers can't become as skilled as mothers at changing diapers, bathing, feeding, and soothing their infants. All it takes is practice!

Why do many fathers share in the care of their infant? Well, for one thing even mothers need a few hours off once in a while! If you offer to watch the baby for a few hours, she can spend time with your other children or get a needed break from the house. Right now your infant is learning who and what he can depend on in the world — if you're one of the people who fulfills the baby's needs, your baby will learn that you too can be relied on. That will make the infant happier and more secure. Most importantly, you will be a significant model and example for your child as he develops, just as his mother will be. Getting to know your infant well now will make you a more effective model as your child grows older.

Here are some of the times during the day when you can help with your baby's care:

Feeding. If your wife is breast-feeding, you can bring the infant to mother and help with burping afterwards.
Help mom relax so that her milk supply will not be decreased by tension. If your infant is bottle-fed, you can do the entire feeding. You will find that feeding time is also becoming playtime, as your 3-month-old discovers *you* and is able to focus attention on your face and actions.

Quiet times. Mothers don't have exclusive right to the rocking chair and the lullaby! Warm moments of affection are just as important to your baby when they are spent with you as when they are spent with your wife. These quiet exchanges contribute to the child's feeling of security at older ages.

Baby games

You're probably discovering how much your baby enjoys playing games. 3 to 4-month-old infants begin to enjoy the traditional games that parents have always played with their babies. Here are a few suggestions about how to play with your baby:

1. Use lots of variety in your facial expression and voice — open your eyes wide, look surprised, smile, nod your head, and show your baby with your voice that you're really interested in the game.

2. Move your baby's arms or legs in rhythm with the game. Move them fast to increase excitement, but if baby starts to get too excited, you can hold arms and legs to calm the infant down.

3. If the infant's attention begins to wander, it's time to quit.

4. Reward baby with lots of praise and smiles.

5. Always talk about your play. Even though your infant can't understand your words yet, the tone of your voice is understood. If you start now naming things the baby sees and does, it will give the baby a head start in language learning.

Here are some games to try:

Peekaboo — At this age, you don't need to go out of the infant's sight to play peekaboo. Try just hiding your face behind your hands briefly, then take your hands away, and with a surprised expression say, "Peekaboo!"

Watch the rattle — This game is good for muscle coordination. Put baby on his or her back or in an infant seat. Hold a rattle about a foot in front of the infant and shake it in short bursts (not continuously) until he looks at it. Then try to keep the baby's eyes on the rattle while you:

1. move the rattle from side to side

2. move it up and down

3. move it in circles

You can also hold the rattle to one side and shake it until baby turns to locate the sound.

Older sisters and brothers can play these games with baby too!

Off to a Good Start . . . You and Your Baby, Program Director *James E. Van Horn*, Extension Family Sociologist. Child Development material contributed by *G. L. Schilmoeller*, formerly Assistant Professor of Child Development, with *Florence Long* and *John Worobey*, graduate students. Nutrition material reviewed by *Anna Resurreccion*, Extension Nutritionist.

Penn State is an affirmative action, equal opportunity university.

Issued in furtherance of Cooperative Extension work, Acts of Congress, May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. L. F. Hood, Director of the Cooperative Extension Service, The Pennsylvania State University.

COOPERATIVE EXTENSION SERVICE
The Pennsylvania State University, University Park, Pennsylvania 16802

Parent Education

File No. VIC3d R15M986 U.Ed. 84-457

COOPERATIVE EXTENSION SERVICE
U.S. DEPARTMENT OF AGRICULTURE
THE PENNSYLVANIA STATE UNIVERSITY

323 Agricultural Administration Building
University Park, Pennsylvania 16802

Official Business

6-9 months

Your baby's body is growing

The reaching and grasping that your baby showed you over the past few months will be perfected in the coming weeks. Soon your baby not only will pick up a nearby rattle, but will shake it on purpose. Babies definitely reach for what they want and will hold on to it for as long as they are interested in it. Although they continue to pick things up with a scooping motion with their hands, coordination is improving beyond the earlier grasping. For example, soon they will be able to pick up a cracker to feed themselves.

Your baby's personality is growing

Your baby's ability to hold on to things for longer periods goes with an increased attention span. If you give the baby a second toy, rather than drop the one he or she is holding, the baby will reach out with the free hand. Now, instead of one toy in one hand and banging it against the crib or high chair, he will take a toy in each hand and bang them against each other. Even more remarkable, if you offer a third item, he will soon be able to put two items in one hand to have one free hand to take what you are offering.

Not only are your baby's hands developing quickly, but the large muscle coordination is steadily improving. The head control will result in the baby's ability to sit unsupported for up to a minute at a time. A chair seems to be more confining, since the baby will be able to sit erect and watch things in all directions. With creeping and crawling not too far off in the future, you will want to make sure that those stairways are blocked and the things that the baby is able to get at cannot hurt him. His legs, though not yet ready for walking, are getting strong enough so that he will stand if you hold him by his hands. He will have a lot of exploring to do on his hands and knees. No matter how eager you are to see your baby walking, you won't be able to rush those first steps.

With more teeth coming in, your infant's mouth remains a center of many sensations. Solid foods are becoming more interesting, and chewing on things replaces sucking on them, whether they be food or toys. That teething ring that you received at the baby shower will soon be worth its weight in gold. In the coming months your baby's mouth will be a source of enjoyment to you as well. Those sounds that he's been making will soon turn into"ka-ka, ba-ba" and maybe even "da-da." Your baby's new language skills will begin to grow by leaps and bounds.

As we've stated before, though, no two infants or children develop at precisely the same rate. Your neighbor's baby may be doing things earlier or later than your own baby, and that's perfectly normal. You will find similarities, however, in the *order* in which both babies start doing things.

Feeding

For the first 6 months, breast milk or formula provides all your baby's nutritional needs. During the next several months, you will be able to practice teaching your baby how to eat solids. Begin your teaching with an important step — RELAX. Expect your infant to have green beans in his hair, in your hair, on his face, on the floor, and on whatever is in reach. Your baby is still learning how to move his fingers to pick up small objects and let them go. As he develops physically, more food will get into the mouth and less on everything else. Now let's think of a few tips to help teach your baby to eat solids.

The Pennsylvania State University, Cooperative Extension Service, University Park, Pennsylvania

1. Start with iron-fortified infant cereal diluted with formula. Introduce new foods one at a time at least one week apart. If your baby vomits, has diarrhea, or a rash, he might be having an allergic reaction. If you are starting only one food at a time, you will know which is to blame. If there are no reactions, you can use that food later without worry.

2. You can buy baby food already prepared in jars. But it may be less expensive to prepare your own baby food. Soft foods like applesauce, bananas, peas, and potatoes can be mashed up. Strained meats are also good for starters. Do not add salt, sugar, or spices.

3. Small hard foods like nuts and raisins can get caught in a baby's throat and cause choking. Save these until your infant is several years older. Stringy foods like celery also are not good starters.

4. Feed your baby in a room with an easily cleaned floor, or put newspapers under the high chair if it is on a carpet. Remember the rule: praise the good work; ignore the bad. (We talk about this rule more in the Discipline Section.) Clap and cheer when your baby gets the food into his mouth. Do not become angry at spills.

5. You can check with your nurse or doctor about vitamins and iron. Your county Cooperative Extension Service office can give you specific information about what types of foods are needed to give your baby a well-balanced and healthy diet.

It will take several months (maybe years!) for your baby to be a neat eater. But your calm and positive attitude will help your baby master this complicated process more easily.

Discipline

Infants at 6 to 9 months of age still are not willfully obeying or disobeying us. Their minds are not developed well enough for them to know what is right and what is wrong. But they may do things that we adults judge to be dangerous to them or to be different from what *we* think is right or wrong. For the next year or so we need to teach infants how to behave. *Discipline really means teaching, NOT PUNISHMENT.*

Several months ago we suggested that if you are a warm and loving parent, one who takes care of your infant's basic needs for food, clean clothing, and cuddling, your infant will learn to trust you. The more your infant trusts you, the more easily your infant will accept the occasional restrictions you will set in the future as your infant struggles to become independent.

Let's look at how you can begin to *teach* your infant what is acceptable.

1. Be generous with your approval when your baby is doing things you like. Infants enjoy adult attention, such as comments, hugs, or smiles. The more positive you are when the baby is good, the more the baby will tend to listen when you disapprove.
2. Ignore misbehavior if it is not harmful! That is, don't look at your baby, smile, scold, or talk to the child — just act as though the baby isn't there. But. . . if your baby needs to be stopped in a dangerous situation such as crawling toward an open stairs, remove him, and try to distract him with something that *is* acceptable. For instance, you can pick the baby up from the stairway and put him in the middle of the room, saying, "You can crawl here." This is called redirecting.

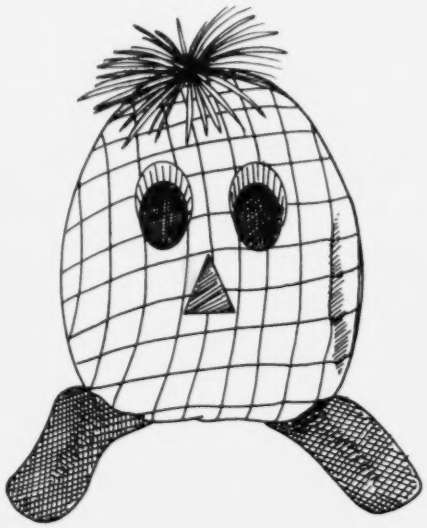
3. Always remember to praise your baby for doing something that *is* okay after you have ignored or redirected him.

These suggestions sound reasonable while you read them, but are tough to remember when your child is screaming and crying. If you can keep calm and practice them, you will be helping your child learn self-control later on.

Safety tips

In the coming months your baby will become an active world explorer! Now is the time to take a close look at your home and eliminate potential dangers. Here are some tips on what to look for.

- Be sure you have gates or fences at the top and bottom of all steps so your child does not fall.
- Unplug all cords from electrical outlets. If you need to use the outlet, place some heavy immovable piece of furniture in front of the cord and outlet so that your infant cannot reach it. Use heavy electrical tape or buy plastic plugs to cover unused electrical outlets. These are available at hardware stores or the baby sections of most large department stores.
- Put all cleaning fluids, detergents, pesticides, bleaches, liquor, cosmetics, and medicines out of your baby's reach.
- Books, record albums, glass ash trays, and other breakable or valuable objects should be put on high shelves or removed from rooms. Replace them with books that have cloth pages, with stuffed toys, pots and pans, wooden spoons, and other types of toys and household items that will let your baby explore the room and find new objects safely.
- Don't use string or cord or tie toys to cribs or playpens. Your infant may strangle accidentally if he becomes caught. (Crib gyms are okay if they are *firmly* attached at both ends and there are no dangling loose ends.)
- If your house or apartment has any peeling paint, chipped plastic, or splintered wood, be sure to repair the area or have your landlord repair it. When you paint, make sure the label on the paint can says, "This product is suitable for use on children's furniture and toys," "Suitable for surfaces accessible to children," "Contains no lead," "Lead-free," or in some other way says the paint is safe for use around children.
- Keep high chairs, infant seats, and playpens away from stoves, radiators, and other hot appliances such as irons, hair curlers, and hair dryers.
- If you have a glass window in the oven door of your stove, keep careful watch when using the oven. The glass can become hot enough to burn your baby.
- You can buy special latches to use on cupboard and closet doors and drawers. These let adults open doors but keep infants and toddlers out. One useful idea for your little "explorer" is to put some pots and pans, plastic bowls, and wooden spoons in a special cupboard that your crawling baby can open. Babies often will prefer these types of kitchenware over store toys. So lock up your good china and dangerous knives and other silverware, and give your baby a cupboard full of safe "toys" to explore.
- Use an approved infant seat when you take your infant out in the car. This will keep your baby from interfering with the driver of the car and also keep him from being thrown against the car's dashboard or windows in an accident. If you plan to buy a new four-door car, ask the salesperson if you can adjust the rear doors so that they cannot be opened from the inside. Some newer cars have this kind of door which prevents children from opening the doors while you are driving.



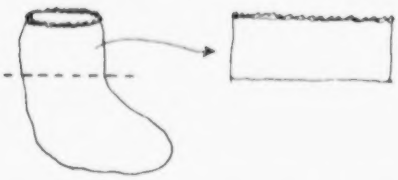
MILESTONES OF BABY'S GROWTH

Every child is unique and develops at his/her own rate.
These milestones should be used only as general guides to your child's development.

	Here's how your baby's body will grow	Here's how your baby's personality will grow	Here's how your baby's language will grow
By 9 months	grasps a rattle and shakes it on purpose	feeds self a cookie or cracker	says "da-da"
	sits unsupported for up to a minute	can hold own bottle	imitates sounds
	transfers things from hand to hand	shy with strangers	responds to own name
	stands if held by hands	smiles at own face in mirror	watches others

Stuffed bunny rabbit

1. Take one pair of children's white socks.
2. Cut 2 inches from top of one sock. Save the piece you cut off.

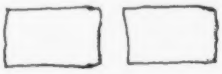


3. Cut the top of the sock vertically (not quite to the heel) to make the ears.

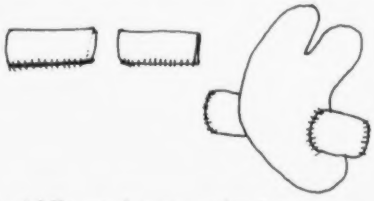
5. Fill the sock, including the ears, with well-laundered old pantyhose or nylons.

4. Stitch ears closed.

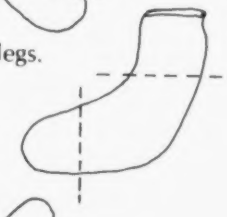
6. Take the piece that was cut off the top of the sock and cut into two pieces for the arms.



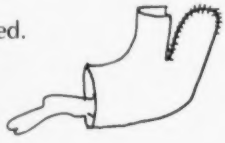
7. Sew halves into tubes for arms.
Then attach one end of the tube to the body.
Stuff these arms with nylons.
Sew ends closed to form the arms.



8. Make legs. Cut second sock as shown. Use middle section to make legs.



9. Cut here for legs. Sew legs closed.



10. Stuff with nylons.

11. Attach legs to body.

12. Make face. Embroider the eyes and nose.
DO NOT use buttons or small objects that can be chewed off and swallowed.

Baby games

Games you can play with a baby from 6 to 9 months of age help the infant learn where his or her body is located in relation to other objects, and how to do things that have an effect on the world.

Some general rules about baby games:

1. Don't tease! Let him succeed frequently.
2. Reward the infant with words, smiles, and pats when he does well.
3. Help baby learn language by naming objects and actions, and by talking about your game as you play it Speak in complete sentences. Speak with a lot of expression — really ham it up! "Did you see that! *You* reached up and grabbed that rattle! You do so well!"

Pull it to me! Put an attractive toy on a hand towel on a table. Sit in front of it with the baby on your lap. Encourage the baby to pull the towel toward you to get the toy. You may have to demonstrate. If the baby wants to play with the toy, let him have it and return to the game some other time.

Hide and seek: While the baby watches, partially cover an attractive large toy with a cloth. Ask the baby to find the toy. You may have to demonstrate. Repeat the game, covering the toy a little more each time until it is completely covered, but it is obvious that there is something under the cloth. If the baby prefers to play with the toy, come back to the game another day.

Health

Has your baby had all the recommended shots and visits to doctor or nurse? Write in the dates they occurred below.

Before you take your baby to your doctor or local health clinic, it is a good idea to write down any questions you might want to ask. If your baby is not doing things you think he should be doing, or seems to be crying more than usual, or is having problems eating, tell the nurse about the situation and ask for suggestions. If they use medical terms or words you do not understand, ask them to explain the suggestion again with different words.

Notes on baby's growth

4 month checkup _____ 1st DPT _____ 2nd Polio vaccine _____
6 month checkup _____ 2nd DPT _____
9 month checkup _____

Teething

Babies begin teething when they are about 6 months old. Sometimes teeth come as early as 3 or 4 months and sometimes as late as 12 months. Whenever they start coming, your baby may seem a little more fussy than usual, and will cry a little more. Something cold to suck or chew on may help. You can buy rubber pretzels that make good teething rings. A rubber spatula works fine, too. Have several on hand and keep them in the refrigerator so they will be cold (be sure to buy things that are dishwasher safe — then you can clean them easily along with your dishes). Babies can choose the softer rubber part or the harder plastic or wood handle to chew. Even baby's temporary teeth need care. You can clean them by wiping them with a clean washcloth or gauze pad until the infant is old enough to brush. Babies often drool more when teeth are coming, too. Growing teeth is hard work. Parents and brothers and sisters need to be a little more patient and give a little extra love to the baby during this time.

Special note to fathers

It's hard to believe that the new member of your household has been with you half a year already! By now you've forgotten how you felt all thumbs at first when you tried to change a diaper or give baby a bath. We hope you have set aside a special time of your own with baby each day. These special play times accomplish several purposes:

- you can do exercises that will help your baby's coordination and muscular development. Some exercises of this type are suggested in the activity page.
- you lay the groundwork for later companionship with your child, in hobbies or sports for example.
- you help your infant to feel familiar and secure with you. As the baby passes through a period of a shyness or fear of strangers at this age, it is important that he knows you well so that you aren't a victim of this shyness.
- your wife can have some free time to relax without the baby.

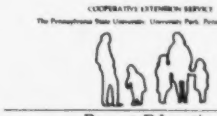
When you go out

In previous issues we told you some things to think about in selecting a substitute care giver who will be good for your baby. With your baby's increasing awareness of the people around him, or her, it's becoming more important that you give him a chance to get used to the person you'll be leaving him with. Keeping this in mind, try to let the baby see just who'll be staying with him before he drifts off to sleep. If you're still present when your infant is held or talked to by the care giver before being put to bed, he may be less likely to cry when he wakes up to find you've gone.

Off to a Good Start . . . You and Your Baby, Program Director *James E. Van Horn*, Extension Family Sociologist. Child Development material contributed by *G. L. Schilmoeller*, formerly Assistant Professor of Child Development, with *Florence Long* and *John Worobey*, graduate students. Nutrition material reviewed by *Anna Resurreccion*, Extension Nutritionist.

Penn State is an affirmative action, equal opportunity university.

Issued in furtherance of Cooperative Extension work, Acts of Congress, May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. L. F. Hood, Director of the Cooperative Extension Service, The Pennsylvania State University.



Parent Education

File No. VIC3d R5M986 U.Ed. 84-458

COOPERATIVE EXTENSION SERVICE
U.S. DEPARTMENT OF AGRICULTURE
THE PENNSYLVANIA STATE UNIVERSITY

323 Agricultural Administration Building
University Park, Pennsylvania 16802

Official Business

PS 016434

9-12 months

Baby's body is growing

The next few months will be an exciting time for you and your baby as the growing ability to get around on his or her own will make everything in your home something new to investigate. By now you've probably seen that you can get the baby to stand by holding his hands. Soon the baby will be pulling up to a standing position on his own. The baby is still testing, however, and won't have enough strength in those wobbly legs to walk on them yet. Chances are the baby will sit down the first few times he tries standing up, so crawling will be the best way to move about for awhile. When the baby finds something interesting, he will sit down on purpose and check it out carefully. The baby will be able to sit longer, too, and with better coordination in the fingers, be able to pick up smaller and smaller items. You'll have to be especially careful that tiny items like buttons or bottle caps aren't within reach.

The improved use of his hands and fingers is a good example of the rule that guides early child development. Basically, development begins at the head, and then extends down through the rest of the baby's body. What this means is that your baby's brain develops first, and the smooth movements of the arms and legs come later. Similarly, his arms show coordination sooner than his fingers which are farthest away from his head.

Baby's personality is growing

The fear of strangers that your baby has been showing with new acquaintances or even old ones who've shaved or put on glasses, will be disappearing soon. Your baby will seem more sociable and this will come in handy with so much exploring. In other words, when people come to call, he'll be less frightened. And when they leave, he may even wave "bye bye."

Mealtimes

By now you probably have begun to feed your infant solid foods. Many times the shift from mother's milk or formula to solids becomes a tense time for both parents and infant. Parents want to make sure their infant is eating healthy foods. And the infant is being overwhelmed trying to learn what a spoon is for, how to chew (which is not automatic for babies), and wondering why he is being deprived of the satisfying social time associated with breast-feeding or being fed the bottle. Try to remember that during these last six months of your baby's first year, *learning to eat* is as important or maybe even more important than *what* solids your baby actually eats. The following checklist may help to make this process a little easier.

1. With vitamin and iron supplements plus breast milk or formula, your baby is getting sufficient nutrition. For now, you can introduce a variety of healthful foods, and concentrate on teaching baby *how* to eat. Allow the baby to use his hands. By the 10th month, baby will be able to pick up bite-sized pieces and feed himself.

2. Infants are notorious for changing tastes. It is helpful to keep a list of foods that your baby likes and dislikes. If your baby stops eating peas one day after eating them for weeks, put peas aside until several days or weeks later and try them again. In the same way, if the baby did not like beets when you first tried them, try them later to see if baby's tastes changed.

3. Before you sit down to feed your baby, bring out the drop sheets to make clean-up easier. This is almost like painting your house; you put sheets down to keep your floors clean!

4. RELAX! Do not force feed an infant, or turn eating into a battle. Praise the successes! Tolerate the messes! And make available good healthy food.

5. Have a spoon for baby and a spoon for yourself! Then your baby will be less likely to grab your spoon when you bring a spoonful of food toward his mouth.

6. Start the baby with a cup:

- use a small cup with handles on both sides that is easy for baby to hold.
- put only a very small amount of juice or formula or milk in the cup at a time.
- by the 9th month, expect fluids to spill from the corner of baby's mouth when drinking from a cup.
- you drink from a cup, too, to show your baby how to use a cup.
- praise him when even one swallow goes down.
- by the 11th month, baby may begin to hold the cup.

7. Between meals, snacks are fine. But try to make the selection nutritious. At this age, how often infants eat is not as important as what they eat. Fruits, raw vegetables, and graham crackers are better than candy — at any age!

8. Even if you feed your infant separately for convenience, be sure to invite the baby to meals with the rest of the family. After all, what better time to see good models which your baby can imitate? But do not expect him to sit as long as you do. An infant's attention span is not as long as an adult's.

9. Do not show your own dislikes of food and expect your infant not to imitate. If dad or brother or sister turn up their noses at carrots, they are likely to teach the baby that he can also refuse to eat. The baby will refuse often enough without teaching him to do it!

10. Demonstrate what you want your baby to learn. One couple we know could not understand why their one-year-old baby was not learning to hold a spoon — until someone pointed out that they ate with Chinese chopsticks! The infant never saw *them* use spoons; how was he to learn? By the 11th month, baby begins feeding himself with a spoon but needs help from you.

11. Always try to allow plenty of time for eating, and let your baby tell you when to stop the meal. When he refuses to take any more, do not force him to "clean the bowl." Just calmly take the bowl away when baby is done.

A calm parent who generously praises the baby's small steps toward independent eating will usually have a successful experience. If you worry that your infant is not eating enough, check to see if the baby is still gaining weight. And take your infant to the physician or clinic for check-ups.

Discipline

Discipline comes from the Latin word meaning to teach or to learn. As your baby starts creeping, then crawling, and finally pulling himself up on furniture, you may find yourself saying "No, No!" over and over again, as you rush to rescue the falling lamp, take the TV cord from baby's mouth, or stop baby from tearing pages out of books. Your frequent scolding may teach your infant that he is bad, or should not explore and learn and become independent. That is not what you intended to teach your baby at all. How can you avoid this situation?

1. Teach your child the right things to do by rewarding him when he is good. If you smile when your baby smiles, he will smile again. If you clap and laugh when your child does something, often you will see him repeat the same thing because he likes your attention. Use this to help him learn the right way to behave.

2. Remove as many temptations as possible from the room. Instead of your good china, put a plastic bowl on the coffee table for baby to reach. Check at your local library or used bookstore or ask friends if they have books with cloth pages that your baby can use. Then sit down with your baby and practice turning the pages — praise him for doing it whenever he does, and ignore his attempts to chew or tear them. Eventually, your praise will help him know that turning pages is the thing that makes mom and dad happy.

3. Ignore misbehavior if it is not harmful to the infant, yourself, someone else, or the household. Many times children — even very young infants do things because they want our attention. If we ignore them, they will stop misbehaving. REMEMBER: Be sure to look for something good to praise as soon as your baby stops misbehaving. This teaches baby what behaviors earn your attention and approval.

4. Save your "no, nos" for serious situations. When the baby is in a dangerous situation, like getting ready to chew on an electrical cord that is plugged in, say "No" and remove the child. But do not yell at the baby afterwards. The baby will not understand; you can explain later when the baby gets older and learns to talk. For now, your "No" and removal of the infant are sufficient.

5. Learn to "Take Ten" if you find yourself very angry. Ask your spouse to watch the baby or, if you are alone, put him in the playpen or crib while you count slowly to 10 and try to relax. Then you can go back and remember the good things your baby does, too, instead of reacting only to the immediate bad behavior.

Remember

Reward the good.

Ignore the bad.

Save "Nos" for dangerous situations.

Provide safe areas for your child to explore.

Don't lose your temper at your child. Go to another room to yell or cry or scream. When you have calmed down, go back and hug your baby. Babies need your love, not your anger.

Bedtime

Almost half of all families have difficulties with bedtime when their baby moves into toddlerhood. Even when they are tired, babies like the stimulation of being with adults. You can do several things now that might help avoid later hassles at bedtime.

- Establish a fixed routine for bedtime. Very young children like predictability; if the same thing happens every day at the same time, they feel more secure. Many families have a ritual that includes a bath, reading a story or singing a song, and a good-night hug and a kiss. Your routine might be different, but if you are consistent, bedtime should become easier for the baby to accept.
- A nightlight in the baby's room and an open door sometimes help the child calm down. He can hear adults in the other parts of the house, and is less likely to feel you have abandoned him.

If you get your infant used to going to bed calmly now, you may be able to avoid more difficult problems later such as your child learning to climb out of the crib and come back out to the living room.

Special note to fathers

We've talked about what special things you can do for your infant and for your other children, but there's one very important member of your family we've neglected — your wife! Since the baby came you both may have been feeling like you've lost a lot of the special time you used to have together. Babies demand a *lot* of attention in those first months, and these demands have probably made both of you pretty tired. Even if you are tired, your willingness to help your wife with the baby's care and other household tasks will make her feel you are interested in her and the baby.

When you come home from work you're probably looking for someone to talk to about your day. You may feel that your wife is not interested in your problems and only wants to talk about her problems. Remember that she has put in a full day, too, and has had few adults to talk with. You can take turns "going first" to describe your day.

Here are some other things you can do with or for your wife:

- take her out to dinner to celebrate the first anniversary of your child's birth.
- offer to do some household task that you don't normally do — cook dinner, wash the breakfast dishes, or sweep the floor.
- take *all* the kids off her hands for a few hours.
- set aside a few minutes each day to chat and really listen to each other.

Health and medical tips

By nine months, your infant should have received the following shots and vaccines:

First, second, and third DPT (Diphtheria-Tetanus-Pertussis) shots

First and second oral polio vaccines

If your infant has not received these shots and vaccines, be sure to ask your nurse or doctor to begin the series when you take your baby for the nine month check-up. When you go for the one year check-up, your infant also will receive a tuberculin test. These frequent check-ups and vaccinations will help keep your infant healthy, and get him off to a good start in life.

Notes on baby's growth

Safety tips

In the next three months your infant will become an active mover, creeping and crawling wherever there are no restraints and maybe even beginning those first steps. Take half an hour to look around your house and make changes that will let your child get around safely. Here are some things to consider:

- Remember to block off the stairs with gates.
- Remove overhanging tablecloths. Infants will grab them to climb and pull things off the table onto their heads. Use placemats instead of tablecloths.
- Turn all pot handles toward the back of the stove so infants and young children cannot reach them over the edge. If you are using only one or two burners, use the back burners instead of the front ones.
- If you use throw rugs on hardwood floors, check to see that they have nonskid bottoms. Otherwise crawlers and beginning walkers can slip and fall, possibly hurting themselves.
- Tie infants in highchairs so they will not squirm out and fall. If there are no straps, use a towel.
- Be sure all medicines have been put in an inaccessible closet. Also, always turn on a light and check labels before giving medicine to children (or taking them yourself, for that matter). Aspirin, cough syrups, and other non-prescription drugs are medicines, too.
- Never leave your infant in a bathtub or wading pool unattended. Babies can drown in as little as three inches or less of water.

Sisters and brothers

Baby is learning a lot about the world now and one way your infant learns is by watching you and the other members of your family. Babies even learn about appropriate behavior by seeing other children rewarded for acting in desirable ways. One way you can help baby learn is by being sure that your older children are good models of the behaviors you want the baby to practice. Good eating habits, picking up their rooms, or sharing with other children are examples of behaviors your older children can teach the baby. If you reward your older children with plenty of praise and affection, both they and the baby will know what behaviors are important to you.

But my baby isn't sitting up alone yet!

We have said repeatedly that each baby is a unique individual, and develops at his or her own special pace. Dates for when your baby might sit alone, creep, crawl, and walk merely tell you when the *average* infant can do these things. Your baby may be faster or slower. And parents, please try to remember this. Of course it is easier to remember this when your baby is ahead of schedule. But we find it much harder not to worry if our baby is slower in his pace. When our baby is not sitting alone by nine months, and all our neighbors' babies are at least crawling or maybe even walking that first step, we might start to panic — just a little bit! Please, do not panic. Instead, ask yourself, is my baby learning *some* things? Is he active, gaining weight, responding socially by smiling or vocalizing when you try to play with him? Are the *steps* falling into place, even if the months do not seem correct? By that we mean, has your baby begun to roll over, and then to raise his head while on his stomach, and then hold his head up when you support him in a sitting position? Look for progress. If you have asked yourself these questions and still are worried, schedule an appointment to talk with your nurse or physician. If they have any real concern, they will know whom to contact for further testing and can advise you about what you can do.

Child care

If mom hasn't gone back to work already, she may be thinking of doing so now. We've discussed in earlier issues some of the things you should consider in selecting a substitute care giver for your child. We want to mention here a few more guidelines to help you select an alternate care giver.

- Even if you select a friend or relative, have a chat about your views on child care. How do they treat disobedience? What activities do they do with children? Would the child be allowed to watch more TV than you approve of? Would they spend some time outside when weather allows? What about meals and snacks?
- Make sure to agree on times, fees, and how to terminate the agreement so there won't be hard feelings later.
- If you hire someone you don't know well, interview several people before making a decision. Ask them the same questions as we suggested for friends and relatives. If you feel uncomfortable with the person, *don't* hire him or her!
- Be sure to make a *written* agreement with the care giver which includes both your responsibilities (e.g., what you provide, arrival and departure times, when payments are due) and theirs (agreements about visitors, TV, phone calls in your home; feeding, sleeping and activity schedules for the children).

Bath time

If your infant fights against bath time, you might find it helpful to try teaching him or her to accept baths by taking several steps. Begin by giving sponge baths to your baby while he is sitting on a towel. Have a doll by the wash bowl and encourage (but do not force) your baby to wash the doll. Encourage your baby to wash his own face with the washcloth - "just like mommy and daddy do." Show them by doing it yourself. As your baby accepts this kind of bath, you may be able to begin having him sit in a large plastic dishpan, still on a towel on a floor. Later you can shift the dishpan to the tub. Finally, you will be able to use just the tub. Your calmness and willingness to make changes slowly (you may spend a week or longer at each step!) will be the best help for your baby. And remember to praise even the smallest successes!

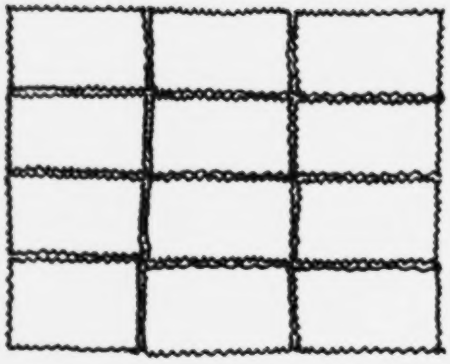
MILESTONES OF BABY'S GROWTH

Every child is unique and develops at his/her own rate.
These milestones should be used only as general guides to your child's development.

	Here's how your baby's body will grow	Here's how your baby's personality will grow	Here's how your baby's language will grow
By 9 months	grasps a rattle and shakes it on purpose	feeds self a cookie or cracker	says "da-da"
	sits unsupported for up to a minute	can hold own bottle	imitates sounds
	transfers things from hand to hand	shy with strangers	responds to own name
	stands if held by hands	smiles at own face in mirror	watches others
By 12 months	sits steadily for 10 minutes	is getting more confident with strangers	waves "bye-bye"
	pulls self to a standing position	shows emotions — affection, sympathy, jealousy	understands "no-no"
	picks something up with fingers	likes to be with adults	says two words
	crawls on hands and knees	cooperates in dressing	turns pages of book

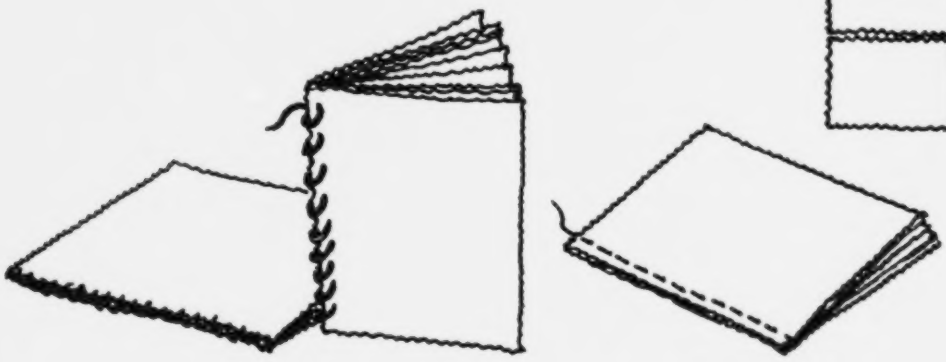
Cloth book

Use one square yard of heavy, stiff cloth. Cut the cloth into rectangles of 9 x 12 inches (makes at least 12 "pages"). Cut the pages out with pinking shears or hem the edges to prevent ravelling.



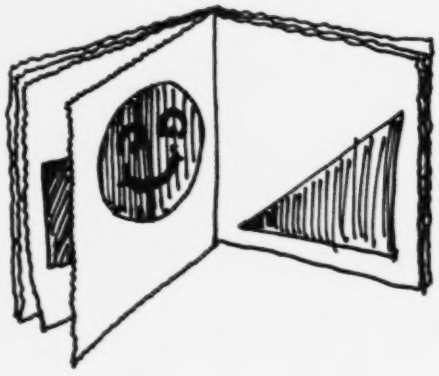
Make the binding. If you have a sewing machine, simply sew the pages together along one edge.

If you do not have a sewing machine, you can sew this by hand with heavy thread. Or you can punch five or six holes along the binding side and lace the pages together with yarn.



Decorating the pages. If you are really ambitious, you could embroider a scene on each page. Another alternative would be to draw on each page with felt-tipped markers. But these pages do not need elaborate designs or pictures. You can simply cut brightly-colored shapes out of felt and paste them (with a non-toxic paste) to each page.

You can even select patterned material for the pages of the book, using a different pattern for each page.



Baby games

Bring it to me! Now that your baby has learned to crawl, put him to work! Place an object out of the baby's reach or roll a ball a short distance away. Ask the baby to get the object and bring it to you. Allow the baby to "help" you around the house by leaving things you will need (a towel, the dustpan) where the infant can get them and bring them to you.

Surprise package: Wrap a favorite toy loosely in paper. Encourage the baby to open the package. Show him how to do this without tearing the paper. Later you can fasten the package with a rubber band. This game builds the baby's finger control.

Going to market: At the supermarket let the baby hold the cans and boxes and drop them into the basket. Show him the pictures on the containers and name them. This may keep the baby busy enough so there won't be any fussing for a treat.

COOPERATIVE EXTENSION SERVICE
U.S. DEPARTMENT OF AGRICULTURE
THE PENNSYLVANIA STATE UNIVERSITY

323 Agricultural Administration Building
University Park, Pennsylvania 16803-9975

Official Business

Parent Education

Off to a Good Start . . .
You and Your Baby, Program Director *James E. Van Horn*, Extension Family Sociologist. Child Development material contributed by *G. L. Schilmoeller*, formerly Assistant Professor of Child Development, with *Florence Long* and *John Worobey*, graduate students. Nutrition material reviewed by *Anna Resurreccion*, Extension Nutritionist.

Penn State is an affirmative action, equal opportunity university.

Issued in furtherance of Cooperative Extension work, Acts of Congress May 8 and June 30, 1914 in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. L. F. Hood, Director of the Cooperative Extension Service, The Pennsylvania State University.

File No. VIC2b R5M187 U.Ed. 84-459

12-15 months

With your baby's first birthday already here, it may be a good time to stop for a minute and think about all the remarkable changes you've seen during the past year. When you brought your baby home from the hospital, he or she probably seemed terribly fragile and helpless. But as you quickly found out, he had an irresistible way of making his wants known — by crying — to make sure you came around to feed him, change him, or simply spend time with him. With your love and care, however, as the months passed you saw his crying decrease and the beginning of his ability to talk. Socially, you saw how he smiled at people he was comfortable with, and although afraid of some for awhile, he eventually got to enjoy meeting new people. Finally, his physical development may have improved the most remarkably. While he seemed jumpy and appeared totally uncoordinated at birth, his control of his movements improved. From rolling over to supporting his head, to sitting independently, he progressed even further to moving from place to place on his own.

Over the next few months your baby's development won't be changing quite as rapidly, but you still will be able to see growth, as well as improvement and refinement of the basic abilities he's already started showing.

Baby's body is growing

At one year of age your baby may already be walking. However, this isn't true for every baby. As we've stated in past issues, development is unique for every child. So if your baby hasn't taken those first steps yet, don't be worried, as the order in which developments occur is more important. Only after your baby has mastered creeping and crawling, and practiced standing without help by lifting himself up on his own, will he be able to try walking. You may see him "cruising" around furniture, by walking along holding onto sofas, chairs, and tables at his level. Given enough time to strengthen his legs and gain confidence in moving about while standing, he shouldn't be far off from trying a few steps without holding onto anything. But be patient and relax, because once he has discovered he can walk, there'll be no stopping him. Not even stairs will scare him off, as anything he can see he'll try to go after.

Baby's personality is growing

Your baby, or should we say toddler, will be showing you he's growing up in other ways besides learning to walk. He may let you know that he's soiled his diaper by bringing it to your attention before you've discovered it on your own. He may seem like a troublemaker at times when throwing toys out of his playpen, only to squeal until you put them back in, so he can again toss them out. And his ignoring your saying "no" to him at times, is only due to his involvement in discovering things about his world. He's not disobeying you to be unruly, he's simply too interested in what he's doing to pay you any mind.

Baby's language is growing

Besides attention-getting behavior like throwing things, your toddler will be improving in his or her communication skills in other ways. He'll soon be able to point to things he wants instead of crying while you guess what it is he wishes he had. And his vocabulary may be increasing, too. Besides "ma-ma" and "da-da," he'll use other words to identify things in his world, and he might surprise you by calling out names of family members or friends.

PS 01634

Your baby's developing language demonstrates the uniqueness of each child. While we've already told you that each baby develops at his own rate, we should also mention that his abilities in different areas can also follow their own schedule. That is, your baby may seem to be talking a great deal yet he's not walking yet. Or he's been walking for weeks, but hasn't said a word. This is normal and is just as likely to happen as doing both things at the same time. Remember, whatever *your* baby is doing, is what's right for your baby.

Fostering language

In the first six months of life, your baby practiced all the sounds needed to speak any language in the world. By six months or so, your baby began to concentrate only on those sounds he or she heard you speaking, the ones that are needed to speak your native language. Your laughter, clapping, and imitations of your baby's babbling were important in helping to encourage these sounds. Now your efforts are about to pay off. Soon your baby will speak the first word. It may be "da da" or "ma ma." Don't be surprised, through, if it is the name of a piece of clothing, if you have been naming these as you dress your infant.

Most babies will say their first word between 12 and 18 months. After that they will start using two-word sentences. By 3 or 4, you might wonder why you ever wanted him to say the first word because he will be asking you a hundred questions a day or the same question a hundred times a day! There are a couple of points to keep in mind as this milestone in language and communication comes.

- Infants and toddlers *understand* many more words than they can speak. You can help your child learn words by providing names for toys, household items, clothes, body parts, and other things you and your baby find as you work and play together.
- Infants often learn to say one word and use it for many different things. "Up" may mean "I want you to pick me up," or "The cookie is up there," or "An airplane is flying up in the sky." You will need to interpret for them.
- Practice naming face and body parts — eyes, ears, nose, mouth, arms, legs, and so forth. This does two things: 1) You expand your baby's language. 2) You teach your baby the concept of self — that he is an individual person.
- Do not rely on TV to teach your baby language. Television does not respond selectively to a baby's speech. It will not help your child learn to speak.
- Provide a good model for your child to imitate. Do not use baby-talk or imitate the way your baby says things. Speak clearly and correctly, and praise your baby's attempts to imitate you.

Mealtimes

Toward the end of the first year or early in the second year of your baby's life, you might notice a sudden drop in the amount of food he or she eats. Do not be alarmed by this. Infants grow and gain weight very, very rapidly during the first year. As they begin the second year, they continue to grow and gain weight, but somewhat more slowly. So they will not eat as much food. Now that you know this, you won't need to worry if they do not eat as often as they did until now.

Over the past several months, you were teaching your baby how to eat, and learning what foods your baby liked. Now you will want to see that your infant is offered a good balance of foods from the four basic food groups each day. (The basic groups are 1) meat, poultry, fish, and beans, 2) milk and other dairy products like cheese and yogurt, 3) fruits and vegetables, 4) enriched or whole-grain breads and cereals). Notice we said *offer* a good balanced selection. Serve child-sized portions at mealtime and supplement these with nutritious snacks in between meals. Your child may want to eat only one or two foods over and over again. Sometimes parents will begin to worry that the child is not eating "at least one bite of everything" and a battle begins. Once this battle begins, mealtimes can be very unpleasant. Here are some ways to try to avoid battles:

• Encourage your child to be independent. Let the child eat foods you know she likes by himself and you help with foods that are not well-liked.

• Let the child eat by any method. Expect mealtime to be messy. Perfect table manners can be taught when the child is older and has better control of his hands. For now, if fingers get the food to the mouth, be happy he is eating.

• Let the meal end when the child stops eating. If you invite the child to taste a little more and he refuses, calmly end the meal. Keep the mealtime pleasant.

• If your child eats only one or two types of food during mealtime and refuses all other kinds, you may be giving him adult-sized portions. Serve smaller portions and if this continues, stop between-meal snacks. Hunger is a natural urge, and after a day or so without snacks, your child most likely will begin to sample more foods again.

• Arguing with your child provides attention for refusing to eat. It is better to limit the amount of the one or two foods that the child is eating; be sure to offer your child small portions of a variety of attractively prepared nutritious foods along with the favorites, and provide nutritious snacks.

• Ask your county Cooperative Extension Service office for suggestions on ways of seeing that all nutritional needs are covered in your meals. They may have useful suggestions for new ways to present food to your child, too.

• Write down a list of what your child eats each day including snacks and drinks. Then if you think that your child is not eating well enough, you can show your physician or nurse just what the child has eaten. They will then be able to help you decide whether all is well or what to change.

• Check with your pediatrician on how much milk your child should drink. Many toddlers do not eat because they fill up on milk.

A child who is offered a wide variety of nutritious food is not likely to starve. Your calmness and good example will help you through this time more easily.

Self help skills

Eating, bathing, dressing, brushing teeth regularly, toileting, and washing hands before meals are all examples of self help skills. One of your goals as a parent is to help your infant become independent enough to learn to do all of these things for himself. Eating is the self help skill that probably receives the earliest attention. But you can start working on the others, too, as your baby moves into his second year. It will take several years before your baby becomes totally independent, but your help will speed the process. Some hints for starting:

• When you clean your baby's teeth with a very soft brush or clean washcloth, allow your baby to play with the washcloth when you are finished.

• When you dress your infant, describe what you are doing. "Hands up high. Now your arm goes in the hole, and we button all the buttons. You're all dressed!" He won't understand all the words right away, but as language develops and as he repeats the actions, he will start to cooperate with you.

• Buy clothes with big buttons, big zippers, and big necks that will slip over the head easily. Then you can start the dressing and help the child finish. In a couple of months, you will be able to start the zipper, and your toddler will be able to finish by himself.

• When you buy clothes that button, be sure they button in front. If they button in the back, your toddler will not be able to practice and you will be fostering dependence instead of independence.

• Provide big dolls that have clothes. Your toddlers can practice with the dolls. And parents, do not keep your sons from playing with the dolls. They are learning useful skills by this type of play. They will learn their sex roles from *your* behavior, not from the dolls!

Special note to fathers

In the next few months your baby is going to become an active explorer of the world. This brings a new responsibility to parents: protecting the child from hazardous situations and teaching the child what is appropriate behavior. While in many instances there is no question about what the toddler must do (as in teaching him not to cross busy streets or to touch the hot stove), you and your wife will encounter issues of child behavior on which you disagree. If you want a rule followed, the child needs consistent rule statements and consistent discipline from both parents. It's a good idea to discuss with your wife now what will be the family policy on these issues so there won't be a conflict when you have to make a decision on whether to discipline the child or not. Here are some questions to consider:

1. What are the behaviors which, while they do not harm the child, others, or your home, you want to discourage? For instance, maybe baby is allowed to play with pots and pans in the kitchen. May he play in the tool box, too?

2. Once you have decided on these goals for your child's behavior, check them against your wife's ideas. Do you agree on what behaviors are important? It might be very important to you that your child remember to say "please" and "thank you," but not so important to your wife.

3. What is the appropriate form of discipline for serious misbehavior and who should administer it? As we have mentioned before, ignoring misbehavior will usually stop it. But sometimes something stronger is required. It is important that discipline follow the misbehavior immediately so that the child connects the act with your disapproval.

4. How do you expect your child to behave in public? How can you achieve this behavior? For instance, will the child always receive a treat at the grocery store? How should you react if the child has a temper tantrum in public?

Thinking about these questions beforehand will help you correct behavior problems if they arise.

Safety tips

- Use a rubber mat or skid proof strips in the tub to help avoid falls during bathtime.
- Keep low windows locked so your baby cannot open them and crawl out or fall. Also, think about locking doors; now that your baby can stand, he or she is likely to begin working on turning doorknobs. A hook that can be reached only by adults is sometimes useful.
- With high oil and electricity prices, many people are starting to heat their homes with wood stoves and fireplaces. If you are doing this, you will need to think of screens and barriers to keep crawling and toddling infants away.
- When you are locking up or putting medicines out of reach, household cleaners, bug sprays, and other types of poisonous materials, do not forget to remove any alcohol as well. An overdose of alcohol for young children can lead to unconsciousness, brain damage, and even death.

Temper tantrums

Temper tantrums often occur with children 12 to 15 months. They may involve screaming, crying and lying on the floor kicking. Sometimes if you are holding a child, he will arch his back, stiffen his body, and throw his head around. This can even be dangerous to you if the child's head should hit your face or knock off eye glasses. The cause of temper tantrums is unclear. Perhaps the child is tired; maybe the child is frustrated; or maybe the child is throwing a tantrum to get your attention. What can you do about them? The most effective way to handle a tantrum is to ignore it. Be sure the child is not in danger of hurting himself by breaking glass or striking some sharp object. Then ignore the child. That is, don't give the child any attention, positive or negative. Don't scold, smile, hold, or talk to the child. If you need to move the toddler, do it in a matter-of-fact way. When the child has calmed down, invite the child to play or do whatever you were going to do before the tantrum began. If you know why the child threw the tantrum (for example, the child wanted a candy bar at the store), do *not* give the child what he wanted, to teach the child that tantrums don't work.

This advice is never easy to follow. You know how difficult it is to listen to your child cry and scream! It is even harder if you are in a store, park, or other public place. Nevertheless, it is important to try to let the tantrum end without your attention. Remember, do not lecture the child, scold, or talk about it after it has ended. Just go on with your lives.

Discipline

"No" is such an over-used word. But how can parents avoid using it? You probably would never want to stop using the word completely. But there are some ways of asking your toddler to stop doing something without saying "no."

- "Come and cook with your pots and pans" can be used instead of "No, get away from the stove."
- As a toddler picks up a package of cigarettes left lying on a coffee table, say "Bring it over to Daddy!" instead of "No, don't touch that."
- If the child is toddling toward the busy street, pick the child up and redirect him to the play yard saying, "You can walk in the yard here instead on the street!"

Try doing this for awhile. At first it is very hard. We are so used to saying "No!" But just keep thinking to yourself, how can I tell my child what I *want* him or her to do instead of always forbidding him? Life can be very pleasant with fewer "no's!"

Sometimes you will face situations where you cannot just ignore or redirect the child. For instance, imagine your child climbing up the front of a bookcase or climbing up on a window sill and, in either case, being in danger of falling and hurting himself. How can you teach him not to climb in those situations? One possible way to handle the problem is to say, "No" and then pick the child up and place him in a neutral place like on a couch or on a carpeted area of the floor that is cleared of all furniture and toys. This should be done every time the behavior occurs. It should also be done without lectures or yelling or forcing the child to sit for any specified period of time. At this age, your infant will learn not to climb if you are consistent in your actions.

REMEMBER: This should be used only when the child is in danger of hurting himself or others. Praising what you want your child to learn, ignoring what you do not want your child to learn, and redirecting your child to desirable activities are still the most recommended procedures.

Has your baby had all the recommended vaccinations?

_____ 1st Diptheria-Pertussis-Tetanus (DPT)
_____ 2nd DPT
_____ 3rd DPT
_____ 1st Polio vaccine
_____ 2nd Polio
_____ Tuberculin test (at one year)

Health and medical tips

Notes on baby's growth

MILESTONES OF BABY'S GROWTH

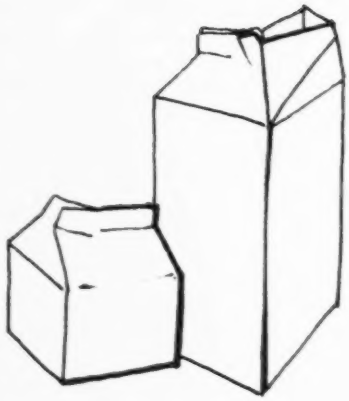
Every child is unique and develops at his/her own rate.
These milestones should be used only as general guides to your child's development.

	Here's how your baby's body will grow	Here's how your baby's personality will grow	Here's how your baby's language will grow
By 12 months	sits steadily for 10 minutes	is getting more confident with strangers	waves "bye-bye"
	pulls self to a standing position	shows emotions — affection, sympathy, jealousy	understands "no-no"
	picks something up with fingers	likes to be with adults	says two words
	crawls on hands and knees	cooperates in dressing	turns pages of book
By 15 months	cruises by walking holding onto things	lets you know if diaper is soiled	points to wanted things
	stands by self momentarily	doesn't listen to "no"	says five words, including people's names
	scribbles when given a crayon	throws or drops things from high chair, but wants them back	understands simple commands ("show me your eyes")
	walks a few steps	very curious	imitates adult speech
	creeps up stairs	approaches other children	points to clothes, body parts when named

Blocks

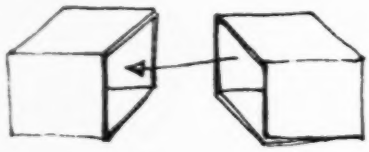
Playing with blocks is an activity that will never go out of style with young children. Block building stimulates creativity as well as a feeling of mastery when the child is able to knock over his own creation and then build it up again. It provides physical activity at an age when kids need plenty of exercise, and it helps them learn about relationships among objects in space.

If you have access to a woodshop, you can make a nice set of blocks by buying pieces of different sizes of lumber, and cutting them into block-sized pieces. But if you don't have a woodshop, here is another alternative: make a set of blocks from empty milk cartons. Here's how.

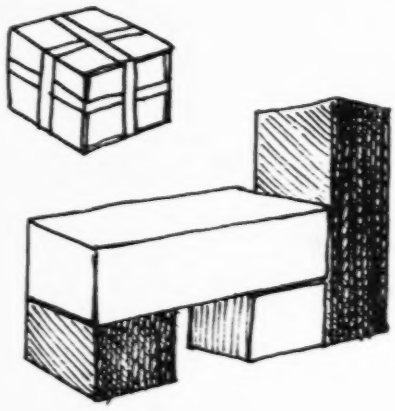


1. Save milk and cream cartons of different sizes (pint, quart, half gallon). Wash thoroughly.

2. Cut off the tops so that you have an open-ended rectangle.



3. Fit one milk carton inside another of the same size to make a strong block. Cut one corner of one carton so that you can make it fit into the second box.



4. Tape around the block with masking tape to hold the two cartons together.

5. Optional: Paint blocks with powdered paint.

And there you have an inexpensive set of blocks that will be sturdy, but will not hurt the toddler if hit by falling or thrown blocks.

Baby games

In and out: Give baby a large wide-mouthed jar (preferably plastic, but that can be seen through) with a screw-on lid. Show the toddler how to screw the lid on and off. Give the baby some interesting things to put in the jar. Then let the infant practice taking the top off and on, and the objects in and out. Be sure to use the words "in," "out," "on," "off," while talking to the baby about the activity.

Knock me down: Balance a stuffed toy on the railing of a playpen, back of a couch, edge of a low table, or other place where a toy will stand alone and the standing baby can hold on and move around. Encourage the toddler to knock off the toy, then put it back up in another place so that the baby has to move to it to knock it off again. See who gets tired first, you or the baby!

Off to a Good Start . . . You and Your Baby, Program Director *James E. Van Horn*, Extension Family Sociologist. Child Development material contributed by *G. L. Schilmoeller*, formerly Assistant Professor of Child Development, with *Florence Long* and *John Worobey*, graduate students. Nutrition material reviewed by *Anna Resurreccion*, Extension Nutritionist.

Penn State is an affirmative action, equal opportunity university.

Issued in furtherance of Cooperative Extension work, Acts of Congress, May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. L. F. Hood, Director of the Cooperative Extension Service, The Pennsylvania State University.

Parent Education

File No. VIC 3d R5M986 U.Ed. 84-460

COOPERATIVE EXTENSION SERVICE
U.S. DEPARTMENT OF AGRICULTURE
THE PENNSYLVANIA STATE UNIVERSITY

323 Agricultural Administration Building
University Park, Pennsylvania 16802

Official Business

PS 01634

OFF TO A GOOD START · YOU AND YOUR BABY ·

15-18 months

After your baby takes those first few steps on his or her own, you might think to yourself that he's not a baby any more. Scientists who study infants would agree with you, as they use the word "toddler" to describe babies once they start walking. If your baby has been walking for a few weeks, maybe his toddling has already improved so much that he rarely falls. Confident and steady walking does take time, however, since just a few weeks ago he couldn't even stand by himself. But walking makes for a real change in the way he can discover his world as he is now free to go wherever he wishes. If you've seen him trying to climb stairs on hands and knees, you can look forward to his walking upright with his hand held. Walking down stairs won't come for awhile, though, since it's a bit more difficult to manage going down steps even holding on to a loving hand. Besides your toddler's improvement in walking, his hand and arm control will be getting better as well. You've probably reached the end of your rope many times with his throwing toys out of the playpen or around the room. With his ability to move about when standing up, however, you may see more sophisticated play with toys, as he can now pull a toy by a string when walking backwards.

Baby's body is growing

Your toddler is going through a lot of growth as he or she reaches the year-and-a-half mark and these changes are not limited to physical development. His whole personality may seem to be changing. Sometimes the toddler acts impatient if you don't come immediately when he calls you or gets upset if he's having problems stacking blocks or putting a puzzle together. Adding to his frustrations as well as to yours, he may disobey you on occasion. Don't be too hard with him, however, since this period is a part of normal development, and means that he is trying to understand the rules of his world by testing out what he can and can't do. Look for other changes in his independence, too, as he may soon be able to give you a hand in dressing, or at least undressing. Shoes will come off without much difficulty and don't be surprised if you hear him flushing the toilet after he's seen you do it.

Baby's personality is growing

The understanding of the word "no" that your toddler has shown over the past few months may take an unwelcome turn over the next few months. That is, he may use the word "no" himself to disobey you, to refuse to do something, or to get something to stop. Sounds just like a teenager, right? Well, it is a part of his growing independence. Don't panic, as it's perfectly normal. But it's just as normal if it doesn't happen, so enjoy your growing child in either case. Your toddler will show you he's learning in other ways, too. He may be able to point to pictures as you name them, proof of how his vocabulary is growing even though he may not be able to say very much yet. Over the next few months your child will demonstrate that he understands more and more, and be able to follow simple instructions such as to hang up his coat or bring you a toy. But he will also be frustrated at times since he won't be able to express everything he thinks and feels. Parents still need plenty of patience and knowledge of their young child in order to interpret early language.

Baby's language is growing

The Pennsylvania State University, Cooperative Extension Service, University Park, Pennsylvania

Discipline

Conflicts often arise between parents and their children because parents don't communicate clearly. Usually we think of older children who already can talk fluently when we talk about lack of communication. But even now how you talk to your child can be important in avoiding conflict. We could sum up the situation in two general rules: (1) Say what you mean. (2) Mean what you say.

Say what you mean. Suppose a toddler is tearing up a book. How many times have you heard someone say, "Oh you bad boy!" They probably really do not mean the boy is bad. Instead, they are thinking of the torn book which is upsetting them. In this case, it would be better to say, "Books are for reading, not tearing" and then take away the book. If you want to explain your angry feeling, it is better to say, "When you tear up books, I get angry!" Then you teach your child *what* makes you upset. So *SAY WHAT YOU MEAN.* Said in another way, describe the behavior. Do not attack your child's personality.

Let's look at another example of saying what you mean. Suppose it is bedtime for your toddler. Sometimes parents will say, "How about getting ready for bed?" When the child says, "No," the parents get upset and a conflict may arise. But from the child's perspectiive, the parent has been unfair. The child was given a choice — "How about going to bed?" — which he decided was not a good one. So he said, "no." The parent did not really mean for the child to have a choice. In this case, try saying, "It's time to go to bed!" Now, there is no choice; you are saying what you mean. So, if you do not mean for your child to have a choice, then use direct instructions that say what you mean. "It's time for bed." "We need to wash hands before supper." "Bring me your bib before you eat."

Mean what you say. Over and over, we have said that you should praise good behavior and ignore problem areas whenever possible. When really dangerous situations exist — such as climbing on bookshelves that could fall over on a child — you will need to set limits. When you do decide to set a limit (for example, "you may not cross a street unless you are holding an adult's hand"), follow through on it every time the problem arises. For example, suppose you have a rule that your child cannot stand on a chair by the stove. Suppose, too, that you have guests over for a meal and your child tries to get up on the chair. You say "no," and the child throws a temper tantrum. Because of the embarrassment and disruption at this time when friends are there you allow the child to get up on the chair. What you have taught your child is that "no" means "no" only sometimes, and a good tantrum will change it to "yes." So, *MEAN WHAT YOU SAY.* Once you've decided what is important to you, set your rule and stick by it. The more predictable and consistent you are, the faster your toddler will learn your rules and stop testing them.

In summary:

1. Have only a *few* rigid rules.
2. *Say* what you mean.
3. *Mean* what you say.

Toilet training

Toilet training often creates emotional tension between parent and child. This is especially true if the parent is determined to have success at an early age. For many toddlers, 15 to 18 months is too young to be concerned with toilet training. Some preliminary or first steps you can think about now might help your toddler learn to toilet himself or herself successfully when he is 2, 2½, or even 3. If you are patient now, the training and learning probably will be easier later.

- Complete self-toileting involves more than eliminating into a toilet. You will want your child to be able to pull down pants and/or underpants and pull them up when he is finished eliminating. So for now, you can be working on *dressing* instead of worrying about toileting. That will be one less thing to worry about later.

- By now you have noticed that your child imitates many things that you do. You can use this knowledge to start teaching your toddler what a toilet is for. If you allow your toddler to watch his brothers or sisters or yourself use the bathroom, he will start to see that eliminating in the toilet is a natural, acceptable, and expected "grown-up" behavior. As the toddler

matures physically, and is able to control bowels and bladder, he will know from watching that using the toilet is expected of him.

- Let your child help flush the toilet. Children will learn that there is nothing to fear from the toilet itself and that after someone eliminates, he is expected to flush it.
- If your child takes off his diaper and plays with his stool, do not react with horror. Calmly explain that stools go in the toilet. Help the toddler put it there and flush the toilet. And help them practice washing hands after they have used the toilet. Avoid hysterics or disgust, since you do not want to teach your child that elimination is bad. Instead, take the opportunity to practice some of the things the toddler will need to do later.

We cannot emphasize enough that you should not force your child to use the toilet too early. Be calm. Let him watch other children going to the toilet. Work on dressing and personal hygiene like handwashing now. Six months or more from now, your child will learn much more easily.

Special note to fathers

Right now your baby is passing through an exciting but difficult stage. The infant is learning to talk but at this point the baby understands a lot more than he or she is able to express. The child is still very dependent on you to solve problems, and that means *you* have to think for your child. Here are some ways you can help your baby communicate with you:

- The more time you spend with your child, the better you will be able to identify a problem. Is the baby fussy because dinner is late, or because a favorite toy has fallen out of reach? If you know your child's habits, you'll be able to figure out what the problem is more easily.
- Don't *assume* you've guessed right the first time. Watch your baby to make sure what you did really solved the problem. Maybe you retrieved the fallen toy, when what the baby really wanted was a hug.
- Help the baby develop the ability to solve problems alone. If the toy is out of reach, encourage the baby to crawl or walk to it. Give suggestions about where to look for a lost toy rather than getting it yourself, and praise the child when the toy is found.

Individual differences

During the first 12 months of life, most infants make such dramatic changes in growth and behavior that individual differences are not so noticeable. Infants are busy learning to use their hands, sit up, smile at parents, crawl, and hold toys. And parents are marveling at all these rapid and exciting changes. In the second year, though, differences become more noticeable among children. Some children walk at 9 months and others wait until they are 18, 20, or 22 months. An occasional child is completely toilet trained by 18 months, while others are not even beginning to show an understanding of what a toilet is for. Some children have vocabularies of 100 words and are speaking in complete sentences by the time they are 14 months. Others still have not said their first word. As parents compare children, these differences are very obvious. If your child is taking his time, you may even begin to worry. Our advice is *DON'T*. Do not worry immediately just because your child is not developing as rapidly as the neighbor's child or your sister's child.

First of all, you should take the lists of physical, social, and language milestones that are included in these brochures and look to see whether the *sequences* or *patterns* of development are occurring. For example, if your baby is not walking at 15 months, but is sitting up alone, can pull himself up to a standing position, and can crawl on hands and knees, then your child is following the normal *sequence* of physical development and probably just has a slower rate of maturation.

A second important thing to understand is that babies often slow down in one area of development while they speed up in a different area. Perhaps your 15 month-old baby does not talk at all and still has a strong fear of strangers, but has been walking for 6 months.

The best advice is to remember that your baby is an individual different from every other baby. Keep notes in your baby book about when your baby reaches each milestone of development. Then if you *do* have concerns about your baby's growth, you can show the baby book to your doctor or nurse during check-ups.

Sisters and brothers

Baby is learning a lot about the world now, and one way your toddler learns is by watching you and the other members of your family. Babies even learn about appropriate behavior by seeing other children rewarded for acting in desirable ways. So one way you can help the baby learn is by being sure that your older children are good models of the behaviors you want the baby to practice; for example, good eating habits, picking up their rooms, or sharing with other children. If you reward your older children with plenty of praise and affection, both they and the baby will know what behaviors are important to you.

Health and safety tips

- When your baby is 15 months or older, he or she should have shots for mumps, measles, and rubella. When you schedule your baby's 18 month check-up, a booster shot for Diphtheria-Pertussis-Tetanus (DPT) and the third polio vaccine will be given. Be sure your infant has received these shots and oral vaccines.

- Household plants are not all harmless. Some plants are poisonous. Young infants and toddlers explore things by putting them in their mouths. So you should check to see that your plants are safely out of your child's reach. If your infant accidentally eats one of your plants, call your poison control number immediately. Tell them what kind of plant it is or describe what it looks like. If you take your infant to a doctor, take along a couple of leaves and part of the stem or root of the plant so the doctor can know for sure how to treat your child.

We have listed a variety of ways you can work on baby-proofing your home. Now we'll try to offer some suggestions to help teach your baby how to explore safely.

- Playing in water is both fun and functional for your infant. But playing in the toilet bowl is both dangerous and unhealthy. Instead, put an inch or so of water and several plastic cups, measuring cups, and spoons in a dishpan. Most babies will enjoy filling the cups and pouring the water and learn about the physical world at the same time.

- Stairs are dangerous for children who are just learning to walk. But how will toddlers learn to handle stairs if they never have a chance to practice? As infants become good crawlers and are beginning to take first steps, you can start to teach them how to climb stairs. Put the gate up about three steps. Put a favorite toy on the third step and encourage your infant to crawl up to get it. Then call your infant back to you. At first you will probably need to hold on to your baby as he goes up and help him learn to crawl down backwards. But with practice he will want to try it by himself. Then you can move the gate up to the fourth step, and so on.

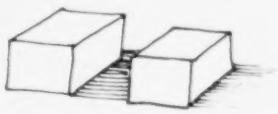
- Here is a "mental health" tip for Mom and Dad. Do not put all your baby's toys out at one time. Keep several boxes of toys. Put one set out for a while. As your infant gets tired of those toys and starts getting into all kinds of other forbidden things, collect the first set, put them away and bring out a new set. This might keep your infant more interested in his acceptable toys and keep your tension down.

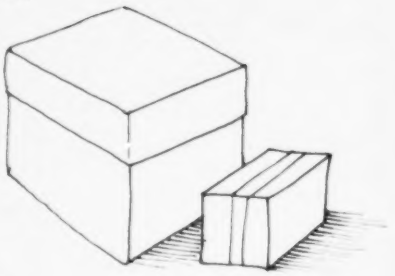
- The energy level of toddlers is generally much higher than that of adults. But late in the mornings (about 10:30 to 11:30) and in the afternoons (say about 3:00 to 4:00 or so), the rate of accidents to children increases. This may be due to fatigue and the onset of hunger. If your child is eating well at mealtimes, you can consider giving him a nutritious snack around 10:30 a.m. and 3:00 p.m. A glass of fruit juice and a good oatmeal cookie that has milk powder supplement in the recipe could be a boost for both your infant and yourself. Share a social moment — talk about your snack, relax, and get ready for the rest of the morning or afternoon.

Notes on baby's growth

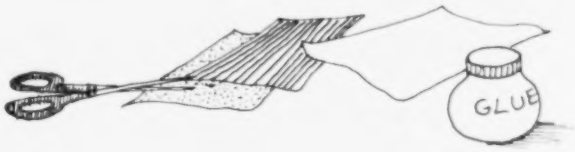
Touch blocks

Take a wooden block, square cardboard box, or other object that has the shape of a cube.

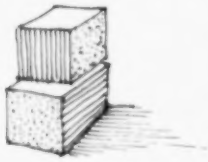


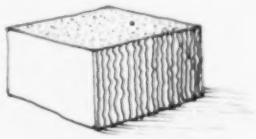


Glue* a different type of material to each side of the block — textured cloth (such as corduroy), sandpaper, velvet, writing paper, plastic.



Make several blocks with the same patterns so the child can compare textures with two hands.





These blocks help the child learn the difference between different types of touch sensations. Be sure to talk to your toddler about the way each material feels (smooth, rough, scratchy, bumpy) so the child learns these words.

Baby games

It may not seem that your baby is talking much yet, but the infant understands and recognizes a lot at this age. You can help your baby's vocabulary grow by giving him experiences in a wide range of situations. You can also help by naming the things he sees and does. Here are some games to increase your toddler's language skills.

Show me! Keep a supply of old magazines with lots of colorful pictures. Sit with your child and "read" them together. Ask him to point to the pictures. ("Show me the lady, the dog, the cake . . . ") Let your child turn the pages.

You do it: For this game you need a doll or stuffed animal and a block. You make the doll "do" things and then ask the baby to do the same thing with the doll. For example:

"I'll make the doll sit. Now you do it."

"I'll make the doll lie down. Now you do it."

"I'll make the doll sit on the block. You do it."

"I'll put the block on the doll. You do it."

You can also use this game to foster language. Choose a sound or word you want the child to say: "ma" or "da" or "bye-bye." Repeat it several times, then say "you do it." Praise the child and smile if any attempts are made. Keep these lessons short, so that neither of you gets frustrated!

Family picture album: If you have snapshots of family members, your house, car, pets, and other people and things familiar to the baby, glue* them into a notebook or album. Go through it with the baby and ask the baby to point as you name the pictures. Later you can ask the baby to name the pictures for you.

*Be sure to use a glue which is not toxic to children.

MILESTONES OF BABY'S GROWTH

Every child is unique and develops at his her own rate.
These milestones should be used only as general guides to your child's development.

	Here's how your baby's body will grow	Here's how your baby's personality will grow	Here's how your baby's language will grow
By 12 months	sits steadily for 10 minutes	is getting more confident with strangers	waves "bye-bye"
	pulls self to a standing position	shows emotions — affection, sympathy, jealousy	understands "no-no"
	picks something up with fingers	likes to be with adults	says two words
	crawls on hands and knees	cooperates in dressing	turns pages of book
By 15 months	cruises by walking holding onto things	lets you know if diaper is soiled	points to wanted things
	stands by self momentarily	doesn't listen to "no"	says five words, including people's names
	scribbles when given a crayon	throws or drops things from high chair, but wants them back	understands simple commands ("show me your eyes")
	walks a few steps	very curious	imitates adult speech
	creeps up stairs	approaches other children	points to clothes, body parts when named

Off to a Good Start . . . You and Your Baby, Program Director *James E. Van Horn*, Extension Family Sociologist. Child Development material contributed by *G. L. Schilmoeller*, formerly Assistant Professor of Child Development, with *Florence Long* and *John Worobey*, graduate students. Nutrition material reviewed by *Anna Resurreccion*, Extension Nutritionist.

Penn State is an affirmative action, equal opportunity university.

Issued in furtherance of Cooperative Extension work, Acts of Congress, May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. L. F. Hood, Director of the Cooperative Extension Service, The Pennsylvania State University.

Parent Education

File No. VIC3d R5M986 U.Ed. 84-461

COOPERATIVE EXTENSION SERVICE
U.S. DEPARTMENT OF AGRICULTURE
THE PENNSYLVANIA STATE UNIVERSITY

323 Agricultural Administration Building
University Park, Pennsylvania 16802

Official Business

18-21 months

Baby's body is growing

By now your baby is probably walking quite well so the kind of growth you can expect to see over the next few months consists of improving or refining the skill that he or she already has. In short, he'll be so used to walking and so at ease in maintaining balance that he'll be able to squat without falling. Instead of toppling over, he'll be able to maintain this position long enough to play on the floor while stacking blocks, for example. Balance will be further evident in the new-found ability to kick things instead of walking into them. You may see a decrease in throwing things, since he has now found a new way of moving them out of the way.

Smaller muscles are getting more adept also, as the toddler will be trying to stack toys other than blocks. Building towers with boxes, cans, or stacking rings will be interesting as he gains more control over the fingers and coordinates eyes and hands.

Baby's personality is growing

If your child seemed uncooperative over the last few months, relief may be in sight as socially he's becoming more interested in people. If he discovers something exciting, he may insist on pulling you over to show it to you so you can experience it as well. He may display more affection, too, as hugging feels good to both of you. Besides the earlier independence that he showed, he may be letting you know how "grown-up" he is by drinking from a cup without spilling very much.

Baby's language is growing

In line with his ability to drink skillfully from a cup, he will soon be able to signal his desire for more milk, water, or juice. Though he may not be able to say the words correctly, sounds may be almost right such as "mook," "jou," or "wah." He may also ask for the bathroom as another of the 20 or so words he'll have in his vocabulary. Once these many words are mastered, you can expect to see him putting some of them together into two-word sentences. "Daddy-home," "dolly-wet," or "me-go" are not uncommon and signal the beginning of real adult speech.

Your baby as younger brother or sister

At 18 months, your toddler is trying to act very grown-up. When he is with older brothers or sisters, he will want to play with things they are using and do whatever they do. That causes problems. First, older brothers and sisters will often tell toddlers to go away, and maybe even push them away. Second, your toddler will sometimes follow older children into dangerous situations, such as walking in front of swinging children or in front of the pitcher just as he is pitching the ball to the batter. You will need to find a balance between being too protective of your child and not being protective enough. There are several points you can think about:

- Toddlers need adult supervision. This is especially true in outdoor play. Just as you baby-proofed your house, you should check playgrounds and yards for broken glass, empty cans, broken playground equipment, and other things that might be dangerous for your child.
- Always supervise your child around moving things like swings, teeter-totters, around slides and climbers — wherever your toddler might climb and fall, or be hit by moving equipment.
- Get buckets and shovels and spoons and cups for your toddler to use in a sandbox. Be sure to check the sandbox for broken glass and the like. Young children like sand play almost as much as water play.

The Pennsylvania State University, Cooperative Extension Service, University Park, Pennsylvania

S 016 34

• When older children push your toddler away, don't rush in to defend the child if he is not hurt. Next year you will see your toddler doing the same thing to younger children. For now, have a couple of favorite toys in a sack that you can use to distract your toddler if he does not leave the older children alone. Most of the time, children of different ages will work out the disagreements without adult interference.

• The main point to remember is that you should be present to watch your toddler to see that he does not get hurt. If possible, get together with other adults who have children about the same age as yours. Your children will enjoy playing with someone their own size. And you can use the time to enjoy visiting with the other adults. At this age, you probably will be relieved when you start sharing stories about your toddlers and find out that other families are having some of the same problems you are having. You probably also will learn some new tips for handling your toddler.

Self help

Between one and three years of age is a very tough time for both toddlers and parents. Toddlers are struggling between wanting to become independent and do things for themselves and wanting to be dependent and have Mom or Dad do things for them. What makes things so frustrating for parents is that toddlers will be screaming "No" when you try to help them, yet really *want* you to be helping. There is no magic way of knowing when a toddler's "No" means "No" and when it means "Yes, help me." Two things you should do are to keep reminding yourself to be calm and patient with your child and to allow lots of time for dressing, eating, bathing, and other self help routines. As your toddler matures physically, he will be able to do more things for himself. If you have been calm and supportive, he will want to do things for himself. Here are some practical hints for helping your child become independent in taking care of himself.

• Have low shelves or drawers for your toddler's toys and clothes so he can reach them without your help.

• Put a coat rack at his height and have him practice hanging up his coat on it.

• Give your toddler little chores he can do. He can carry silverware to the table. Invite him to dust and to fold clothes with you. Many toddlers are fascinated by vacuum cleaners and enjoy pushing one back and forth on the rug; you can invite him to take turns doing this with you.

• If you haven't already provided your toddler with a toothbrush, washcloth, and towel of his own, do it now.

• Put a sturdy stool by the sink so your toddler can wash, comb hair, and brush teeth without falling.

• At dinner time, concentrate more on letting the child feed himself than on table manners. Expect spilled milk! But if you put only a small amount of milk in the cup, you have less to clean up. Besides, the toddler will be able to handle the cup better if it is only partially filled.

• Earlier we talked about setting up routines to make life predictable for your toddler. We suggested always washing hands before meals, and a particular routine at bedtime, such as bath, getting pajamas on, brushing teeth, reading a story, singing a song, and then lights out. During this struggle for independence your toddler is likely to say "No" when you tell him it is time to wash up. Here is where you need to plan your time. Remind him five minutes *before* it is actually time to wash up. That way he can finish what he is doing and be a *little* more tolerant when you ignore his "No" and help him wash up.

• Praise your toddler when he remembers the routine before you have to tell him! Ask him, "What do we do before we eat?" When he either says "wash" or goes to the sink, give him a round of applause and a hug. You are teaching him memory skills!

Special note to fathers

You may have noticed how happy your baby is to see you when you arrive home after work. Many babies learn that dad is their best playmate and look forward to the time when you come home as a lively playtime. This is especially important now that the baby is becoming physically active — he needs exercise. You can use this tie very effectively to work on skills you want your baby to learn if you make games of the skill-building exercises. The games presented in the activity page can be played for a little while each day to help foster your child's language and muscular coordination.

Health and safety tips

- As tension between you and your toddler arises over your toddler's struggle to master his world, you might notice an increase in thumb-sucking. This is a natural reaction to stress. If you do not pay attention to it, the toddler usually will stop it by himself in the next couple of years. There is little danger that thumb-sucking will cause major dental problems later unless the sucking is excessive. If you are worried about how often it is occuring, try to keep track of how much time each day your toddler does it. Do this for a week or two and then take this information to your nurse or pediatrician and ask their advice. It is best *not* to ridicule or punish or even talk about the thumb-sucking with your toddler.
- Remember to check through your house again to see that all medicines, alcohol, detergents, cleaning supplies, bug sprays, and other poisonous materials are locked up.
- During the initial months of walking, toddlers fall often and bump their heads. If your furniture has many sharp edges, tape some kind of cushioning material on the eges — towels, scraps of cloth, anything to protect the head if it hits corners or edges.
- Don't let your toddler run with things in his mouth. Stop him and remove the item. Be consistent with this rule.
- Another important rule is to make certain that your toddler holds an adult's or older responsible child's hand when crossing streets. This means your child should be supervised when outside or not in an enclosed play area where he cannot get out without help. If you do not have this kind of play yard, be sure your doors can be locked in such a way that your toddler cannot open them and "escape."

Car travel

By now your baby has outgrown the infant car carrier, but is too small for a lap and shoulder seat belt (and will be until he is 55 inches tall). For toddlers, you can use a harness which distributes crash forces over a wide area of the child's body or a car seat. Older pre-schoolers can use a lap belt but not a shoulder belt. Car seats made after April 1971 meet federal safety standards. Don't use seats that simply hook over the back of the car seat. Be sure harnesses and car seats are installed according to manufacturer's instructions.

Notes on baby's growth

Has your Child Received These Shots?

15 month checkup:	measles, mumps, and rubella _____
18 month checkup:	DPT booster _____
	3rd Polio vaccine _____

Discipline

• Sometimes when a toddler has been particularly trying — not eating, scribbling with ink pens on the walls, scratching your good furniture with a toy tractor — we are tempted not to disturb him or her during those seemingly rare moments when he is playing quietly with his toys and *not* getting into trouble. This is a time to remember how important your attention is to your child. If you ignore your toddler when he is being good, what you might be teaching him is that he has to tear up a book, break a dish, or hit his brother with a block in order to get any attention from you. So, let your toddler know that being good pleases you.

• Agreement between parents about what your toddler can and cannot do will help him learn your rules more quickly. For example, if one parent sees *eating something* at mealtime as the most important rule and the other is concentrating on *proper table manners*, the child will likely be totally confused and mealtime may turn into a real battle. A good rule for parents is to set aside at least one hour a week to talk with each other about how you are raising your children, where you agree and disagree, and what compromises you can reach on the disagreements. Talk in private, not in front of the children. The more you agree on how you want your child to behave, the easier it is for him to learn your rules.

• One important step in your child's development is the ability to make good decisions. You can begin to teach your child how to make good decisions right now. If your toddler is crawling on your coffee table and you are removing and redirecting him, use this opportunity to try to teach him about making decisions. Say, "You may not climb on the coffee table. But you can either go to your room and play or come with me to dust the furniture." Either choice is acceptable. You allow your toddler to make a decision. And you have successfully redirected your child. If you make two very specific choices to your toddler, it will be easier for him to decide on one or the other than if you say, "Go find something that's okay to do!"

Child care

Your toddler is probably still very upset when you go out and leave him or her with another care giver. If you are fortunate enough to have one person who comes each time, this resistance to your leaving might not be so great. If you are having a new person stay with your toddler, try to have her come a bit early so your toddler can warm up to the person before you leave. And when you leave, tell the care giver where you will be, how you can be reached, and when you will be back. Also, give her the phone numbers of your doctor, the hospital, and the poison control center in your area.

Several issues ago, we listed 12 questions and suggestions of what to look for if you need child care for extended periods of time. Here is that list again for those of you who are looking for a place for your toddler.

1. Is the home or day care center clean and safe? Is it as child-proof as your own home?
2. Are there safe toys available for children to use?
3. Is there a separate room or quiet corner for sleeping?
4. There should be a fenced area with some toys and swings outdoors.
5. There should be at least one adult to care for each 6 children. The care giver should care for not more than 4 infants and toddlers.
6. Does the care giver or day care center allow you to come and watch your child with or without calling in advance? You *always* should watch for a couple of hours or even a full day or for several days when you first take your child to a new care giver.
7. Ask if the adults have had a medical examination recently to ensure they are healthy enough to care for 4 to 5 active young children.
8. Does the adult play with the children rather than just seeing that the children do not hurt themselves? Does he or she laugh, smile, hug, and in general show warmth toward the children?

9. Ask how care givers handle behavior problems.
10. Do they listen to your suggestions and answer your questions?
11. Do they have a telephone to contact you in case of emergencies?
12. Do the adults talk with parents about the child's day when parents come to pick the child up?

This second year is an important time in your child's life as he or she struggles to become an independent person. If you need full-time child care, we would recommend that you be especially careful to arrange a special time every day after you get home from work that is only for your toddler (and other children, if you have more than one) and you. You are still the most important person in your child's life. Taking that special time each day to read together, play, work on housecleaning together, go to the playground, take walks, go to church — whatever activity you do together — will reassure your children that you consider them to be your most valuable possessions.

Parent Education

Do you wish you had someone to talk to about the experiences of being a parent? Do you have questions about nutrition, child growth and development, or how to prepare your child for school better? There are many good programs in most communities for parents and families and you don't have to have a problem to sign up. Ask your pediatrician, family physician, or pastor if they know of any programs. Watch your local newspapers, bulletin boards in supermarkets, at the library or laundromat. Call your PTA or Family Services agency. You will probably find many programs available to choose from.

MILESTONES OF BABY'S GROWTH

Every child is unique and develops at his/her own rate.
These milestones should be used only as general guides to your child's development.

	Here's how your baby's body will grow	Here's how your baby's personality will grow	Here's how your baby's language will grow
By 18 months	walks without falling	acts impatient when meeting difficulties	uses "no" himself or herself
	walks up stairs with hand held	is disobedient when told to do something	points to pictures that are named
	can pull or throw a toy	takes off shoes, flushes toilet	still babbles, understands but doesn't try to communicate with you
By 21 months	squats without falling down	pulls you to show you something	asks for food, drink, or bathroom
	kicks a ball across the floor	drinks well from a cup	puts two words together
	stacks rings or blocks	hugs you and toys	says 20 words or more

Baby games

Part of learning language is learning to group similar things and to tell the difference between different things. Here are some games to develop this skill.

Sort the laundry: The laundry can be divided in many different ways: by color, by article or clothing, by who it belongs to (dad's shirt, baby's rompers), by what room it goes in. Let the baby help you sort it. Be patient! Even if you have to do it over again, it's a good exercise for the baby. Be sure to talk to the baby about the clothes as they are sorted.

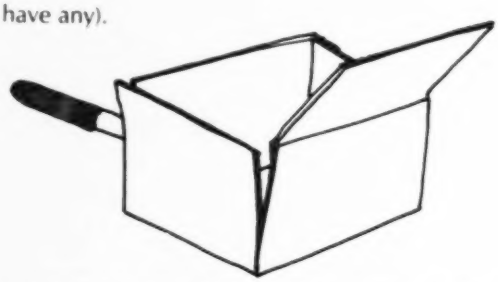
Body part naming: This is like the "Show me" games we presented in the last brochure. Start by having the child point to your different body parts ("Where are my ears, my mouth, my hair..."). When the baby is familiar with all of these, you can expand the game by talking about what the body parts do — "What do we see with?" "What do we talk with?" (Nose and ears may be pretty hard since the infant can't connect these parts with what they do.)

Button, button, where's the button: Select three cans of different sizes, and if possible, different colors. (You can cover the cans with colored construction paper.) Put a large button or other object under one of the cans while the baby watches. Be sure these objects are large enough that your toddler cannot swallow them. Then shuffle the cans around, and ask the baby to find the object. Be sure to use clues to help the baby tell the difference between cans ("I'll put it under the blue can." "Is it under the middle can?")

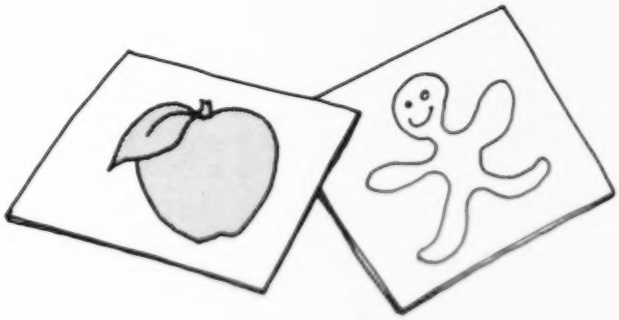
One-piece puzzles (18 mo.)

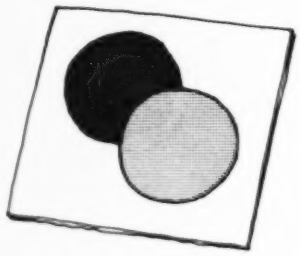
Puzzles challenge the toddler to recognize relationships between objects, and to take on a different point of view from his or her own. Here are some simple puzzles that you can make with some stiff cardboard and a razor blade or scissors.

Use a piece of cardboard at least 8" x 8" (cut up old boxes if you have any).

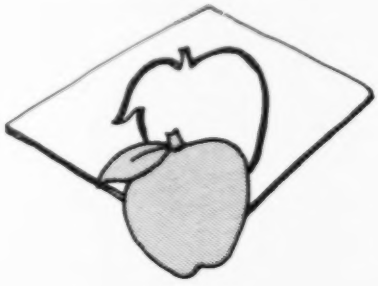


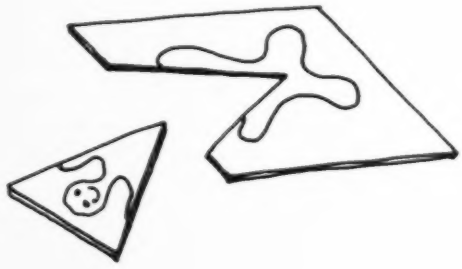
Then draw on the desired shape and paint the puzzle with powdered paints or draw designs with crayons or felt pens.





You can cut it out with a razor blade or pair of scissors.





We're sure you'll think of more!

Remember to keep the outline very simple, as your toddler still can't keep in mind too many shapes.

Off to a Good Start . . . You and Your Baby, Program Director *James E. Van Horn*, Extension Family Sociologist. Child Development material contributed by *G. L. Schilmoeller*, formerly Assistant Professor of Child Development, with *Florence Long* and *John Worobey*, graduate students. Nutrition material reviewed by *Anna Resurreccion*, Extension Nutritionist.

Penn State is an affirmative action, equal opportunity university.

Issued in furtherance of Cooperative Extension work, Acts of Congress, May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. L. F. Hood, Director of the Cooperative Extension Service, The Pennsylvania State University.

COOPERATIVE EXTENSION SERVICE
The Pennsylvania State University, University Park, Pennsylvania 16802

Parent Education

File No. VIC3d R5M986 U.Ed. 84-462

COOPERATIVE EXTENSION SERVICE
U.S. DEPARTMENT OF AGRICULTURE
THE PENNSYLVANIA STATE UNIVERSITY

323 Agricultural Administration Building
University Park, Pennsylvania 16802

Official Business

21-24 months

Now that walking is just about mastered, the toddler begins to explore more challenging actions which require more balancing — going up and down stairs, jumping, standing on one foot, kicking balls. He or she also refines the ability to manipulate small objects. Your toddler may begin to hold a crayon the way you hold a pencil, rather than grabbing it with the whole fist. Gradually the movements made in drawing will become more controlled — the child may be able to imitate you in making a straight line or a circle. The child's increasing muscular control and coordination will help in a wide range of self help skills including dressing, eating, and toileting.

Baby's body is growing

It may be very hard to think of your toddler as a baby now that he or she is walking, talking a little, and into everything! Your 21-month-old child is making a transition from infancy to childhood which will be marked by increased contact with people outside the family. Perhaps you have noticed on the playground that your child has begun to approach other children and express interest in their activities. The child of this age begins to play games that require more than one person, like hide-and-seek. Many of your child's "games" may not seem like games to you. Toddlers move quickly from one activity to another and delight in playing "follow the leader," imitating each other's actions.

The 2-year-old begins to understand pronouns such as "yours" and "mine" (although "mine" continues to be heard much more frequently than "yours"!), and begins to share — behaviors which make play with others more peaceful. Your toddler has suddenly become a concerned, sympathetic individual, aware of other people's pains. If you bump your head and exclaim "ouch," you may find your toddler running up, saying "Mommy hurt!" and wanting to kiss the hurt. The child may hit another in the effort to get a desired toy, and then be very upset when the other child is hurt. Seeing another individual cry arouses the interest and concern of children at this age.

Your toddler is also becoming more self reliant. Feeding skills will be almost mastered by the second birthday, and he will be able to feed himself without messes. The child also tries to follow rules of courtesy, so you can start teaching those good table manners. Your child will be increasingly able to dress himself, though *un*dressing will be easier than dressing. He may already be able to undo easy fasteners such as large buttons and snaps, and will soon master zippers and smaller fasteners. The child should be able to pull on and off items such as mittens and hats.

Daytime bowel and bladder control may be almost complete by the end of the second year. At last you can think about toilet training!

Baby's personality is growing

PS 016434

Baby's language is growing

You may soon long for the quiet days *before* your child could speak. His vocabulary is building rapidly, and if it hasn't happened already, your child will soon begin to form simple two-word sentences. By the end of the second year, your child will probably be able to answer simple questions, such as "What is your name?" and carry out simple directions ("Pick up your truck. Now take it to your room.") The less verbal child will lead you to a desired object and point to let you know what is wanted.

The child learns many things through imitation at this age — you will see your child imitate many of the things you do around the house. At this age children enjoy games that involve imitation of movement — games such as "Simon Says."

The child's attention span is also growing so that he can sit still for a story, especially if it is accompanied by actions.

Your baby as older brother or sister

For some of you, the "baby" we have been talking about over the past year and a half may soon become an older brother or sister. When the new baby comes home, your toddler is likely to show the jealousy of the new baby, misbehavior, helplessness, or regression that we described earlier. Two things are happening that might explain this behavior. First, the new baby will get much of the attention that you now give only to your toddler. Second, new things in a young child's surroundings really attract the child's curiosity. Your toddler will want to play with the new baby, but will not be able to. That makes things difficult for this very curious child. What might you do to help your toddler adjust?

- *Before* the new baby is born, get a doll and bottle for your toddler. Practice feeding the doll "baby" so the toddler learns about being gentle. Use small pieces of cloth scraps for diapers so the toddler can practice changing diapers.
- When the new baby does come home, let your toddler help you get things ready for the baby's bath, for changing the baby, and doing the baby's laundry. This lets you show approval of your toddler's attempts to show grown-up behavior, and helps the toddler feel like part of the family.
- Remember to spend special time with your toddler when the baby is asleep. Fathers should show special attention to their toddlers at this time, too.
- Do not punish your toddler or call him a bad boy if he attacks the baby. Make yourself explain *calmly* that babies need special gentle care, that your toddler must not hurt the baby, and that you still love your toddler as much as you do the baby.

If you remember to take some extra time each day to play only with your toddler, he will learn that the baby has not taken his place in the family and that you still love your toddler, too.

Special note to fathers

Like all toddlers, your child is probably extremely active. This is exciting for fathers, but more possible disasters can happen as toddlers begin to walk and run. Of course, you take all possible precautions to make the child's home and play areas safe, but accidents *will* happen. We're not talking about major injuries which require medical attention, but the small cuts, bruises, and scrapes that are the "growing pains" of a toddler. It is best to anticipate these minor accidents and be prepared for them. Here are some things you can do:

1. Of course, with any cut or scrape you will want to clean it up. Cleaning away the blood will probably show a very small cut treatable with a band-aid.
2. Be reassuring and don't overreact. Once you are sure there is no serious injury, comfort the child to help him recover from the scare, and assure him that everything is okay.
3. Learn to distinguish between a real cry and a fake cry. Sometimes, although there is no serious injury, the child may have a real scare and need comforting. Other times the toddler may just be looking for attention. Don't reward the fake cries with your attention!
4. If the fake cries recur frequently, think about when they happen. Is your toddler saying that he needs more attention?
5. Don't overprotect your child. Learning to deal with these minor hurts will help the toddler to deal with frustration and pain as he grows.

Toilet training

Several signs will show that your child is getting ready to learn about going to the toilet. Watch your child for these signs:

- Can he pick up a raisin between the thumb and forefinger? Control of the small muscles in the hands indicates that the bowel and bladder muscles have also developed; children cannot control their bowels and bladder if they do not have this finger control.
- Does the toddler have a set of words for urinating and moving the bowels? Or does he indicate consistently that he is wet or needs his diaper changed?
- Is your child dry for periods of at least two hours at a time? If not, do not try to train. Toddlers probably are not ready physically if they do not stay dry this long at a time.
- How good is your child at undressing and dressing himself? You can always dress the child yourself. But the more your child can do by himself, the easier toilet training will be for both of you.
- How well does your child understand and follow instructions? If you think your child *understands* what you ask, but refuses to cooperate, toilet training could turn into a battle. It might be better to wait until your child is more cooperative.
- The better your child can talk and understand, the more likely toilet training will be easy.

If you have reviewed this list and think your child is ready, here are a couple of tips for teaching toileting indirectly.

- Let your child see brothers or sisters or yourself use the toilet. Toddlers probably learn most of their skills by seeing someone else do them first and then trying to imitate.
- Borrow or buy a doll that wets and play with your toddler, showing him how the "dolly goes to the potty."
- Let your toddler practice sitting on the potty with his clothes on, so he gets the feel for sitting on the potty.

The important point to remember is not to pressure your child about toileting or to begin too early. If you are casual and relaxed, and show enthusiasm and approval when your child does have initial successes, things will be easier on both you and your child. And successful toileting probably will be faster, too.

Discipline

Between the ages of 1 and 2, children often will begin hitting their parents or other children. They also might break things when something does not go the way they want it to go. There may be several reasons why they hit like this. Maybe they are frustrated because they are struggling with language, but cannot make themselves understood. Maybe they are frustrated because so much is expected of them — we adults expect them to learn how to eat, drink, dress, wash, brush teeth, and go potty all by themselves, and that is a big order for such a young child. Another reason might be that they've seen others hit, and they are just imitating. Whatever the cause, parents should not hesitate to stop the aggression. But think carefully about how you might stop it. For example:

- Do *not* hit the child back. What you might teach your child is that it is all right to hit as long as he or she is bigger than the person he hits.
- *Do* try redirecting the child to a different activity, and ignore the hit (that is, do not lecture the child).
- As the child understands more language, you can name what the child might be feeling along with redirection. You might say, "I know you are upset or angry, but you may not hit. Let's go over and play with these blocks."
- You might have a special chair or room where you can carry the child or ask him to go to "calm down so you can play without hitting." If you use this type of tactic, make the time very short — *one or two minutes at the longest* — or even let the child decide when to come back.
- The concepts of *right* and *wrong* are still not understood by children this young. They know when you are pleased or displeased with them. By the time they are 5, 6, or 7 years old, they will have the idea that some things are right and others wrong. For now, you need to be consistent so they learn the rules.

If you have been warm, supportive, and approving with your child since birth, your approval and disapproval are still the most effective ways to teach your child what is acceptable and unacceptable.

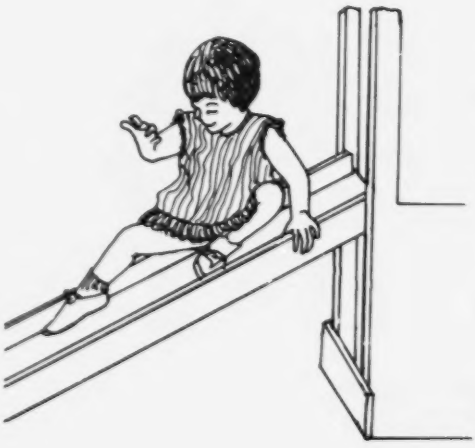
My child does not follow instructions

Imagine the following situation. Dad says, "Son, put your toys away, wash your face and hands, and get up to the table for supper!" The boy immediately heads for the supper table, and lets everything else go. Dad gets upset and complains that his son doesn't obey him. Your toddlers at 21 to 24 months are often negative, as we have said earlier. But sometimes their refusal to obey is not due to negativism. Often children *do* obey when we ask them to do things. The problem is that we give one instruction that asks them to do three, four, or five things, one after the other. They usually only remember the last thing we say. So in our example, we might say, "Pick up your toys." When that is done, we could ask the child to wash up. After washing is over, we should direct them to the table. If we break our requests into one step at a time, toddlers are often willing and cooperative children. Keep instructions simple, and ask only one thing at a time.

Health and safety tips

- As your toddler gets out with other children, you may expect him or her to have more colds, infections, and childhood diseases like chicken pox and roseola. If your child gets any of these illnesses, be sure you check with your doctor before administering any medicines or home remedies.
- With better walking ability, your toddler is able to scoot around on kiddie cars, big wheels, or tricycles. Skinned knees and elbows and bumped heads are likely to occur more often now. You also need to watch that your child does not ride out into streets or roads.
- Keep the telephone number of your nearest poison control center on or near your phone. Even when you have carefully locked up all your medicines, cleaner solutions, and the like, children will sometimes find things other people have put in their reach.
- Your child's eating habits may be inconsistent at this time. Some days he will eat everything you put in front of him. Other days he will pick at his food and seem to eat very little. As long as he is eating enough to equal one full meal a day, is gaining weight or at least not losing weight, and is getting a variety of foods, you probably need not worry. If you are unsure about your child's diet, keep a list of what foods and how much of each (two teaspoons, a cup, three tablespoons) your child eats, including snacks. Do this for a week or so and then take your list to your doctor or clinic for advice.
- Snacks can often help a whining, tired child relax and recover his energy to get through until the next mealtime. One hint is to make a special time and place for the snack — for example, always at the child's table or the grown-up's table and after the child's nap or at 3:30 p.m. That will make it easier to say no when your child asks for a snack every half hour. You can say, "When the clock looks like this you can have your snack!"
- Remember to child-proof your outside play areas just as you do your house. Look for broken glass, nails, tin cans with sharp edges, sharp rocks and other dangerous items.

Notes on baby's growth



Language learning

Here are some tips to keep in mind that will help your child learn language.

- Avoid using baby talk. Speak clearly to your child so you provide a good model.
- When your child asks for something by pointing or grunting, give him the correct name and ask him to repeat it before you give it to him. (Don't insist on perfection, and reward his attempts.) You can build up his vocabulary in this way.
- Read stories to your toddler and encourage him to fill in answers or ends of sentences. Your child may be content for you to tell him the story and just practice identifying objects rather than reading the text.

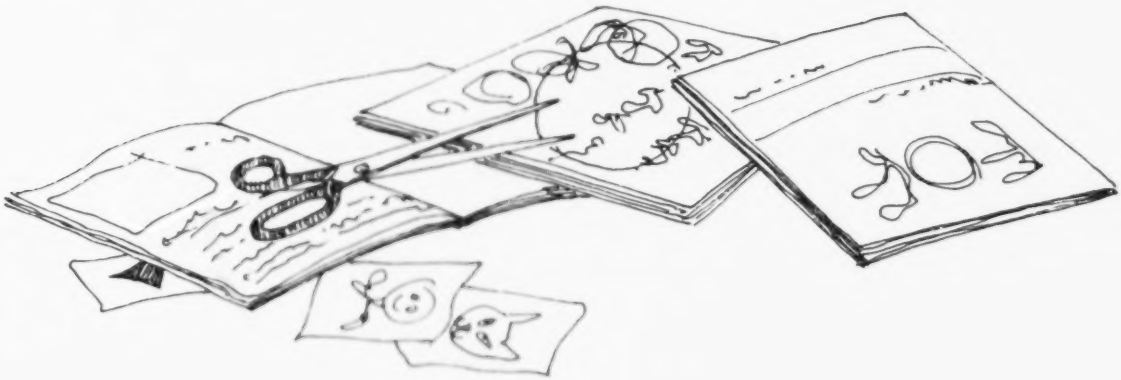
MILESTONES OF BABY'S GROWTH

Every child is unique and develops at his/her own rate.
These milestones should be used only as general guides to your child's development.

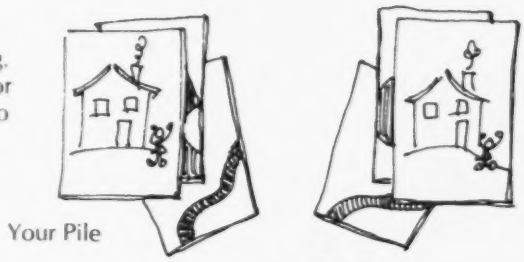
	Here's how your baby's body will grow	Here's how your baby's personality will grow	Here's how your baby's language will grow
By 21 months	squats without falling down	pulls you to show you something	asks for food, drink, or bathroom
	kicks a ball across the floor	drinks well from a cup	puts two words together
	stacks rings or blocks	hugs you and toys	says 20 words or more
By 24 months	runs without falling	imitates housework	puts together a three-word sentence
	walks up and down stairs	doesn't share, but gives if asked	uses "I," "me," and "you"
	turns pages of a book	puts on simple clothing	names and points to pictures

Matching lotto

Get together several old magazines. If you have friends who have subscriptions to the same magazines, try to get two copies of each issue. Cut out the same picture from each of the identical issues. Paste these pictures on pieces of cardboard. Divide the picture boards into two sets. You put one picture on the table and ask the child to find one from his pile that is just like yours. This is like playing dominoes.



You can practice naming the objects on the cards that you are holding. You can talk about colors. You can talk about what you do with a boat or an apple. Use the pictures for all of these things besides just being able to match.



Your Pile

Child's Pile

Baby games

Twenty-one-month-olds need lots of action! Here are some games that might help burn up energy on rainy days.

Simon Says: A toddler can follow simple one- and two-step commands. Give a verbal command and then praise the child for following it, or act out a simple action and have the child imitate. For example:

Simon says: Put the book on the table.

Simon says: Go to your room and get your teddy bear.

Simon says: Do this (pat yourself on the head).

Scribbling: Art is becoming important to your child. At this age the action of drawing or scribbling is much more important than the product. The child needs practice to master drawing movements that will help writing skills later. Provide your child with *large* sheets of paper (let him scribble on old newspapers!), fat pencils or crayons, and a work table that won't be damaged if he goes off the edge. (Put newspapers underneath if accidents do matter.)

Catch: Sit on the floor facing your child with legs spread and feet touching so that there is an area between you closed off by your legs. Roll a small ball (tennis ball or softball size) back and forth between you.

Off to a Good Start . . . You and Your Baby. Program Director *James E. Van Horn*, Extension Family Sociologist. Child Development material contributed by *G. L. Schilmoeller*, formerly Assistant Professor of Child Development, with *Florence Long* and *John Worobey*, graduate students. Nutrition material reviewed by *Anna Resurreccion*, Extension Nutritionist.

Penn State is an affirmative action, equal opportunity university.

Issued in furtherance of Cooperative Extension work, Acts of Congress, May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. L. F. Hood, Director of the Cooperative Extension Service, The Pennsylvania State University.

COOPERATIVE EXTENSION SERVICE
The Pennsylvania State University, University Park, Pennsylvania 16802

Parent Education

File No. VIC3d R5M986 U.Ed. 84-463

COOPERATIVE EXTENSION SERVICE
U.S. DEPARTMENT OF AGRICULTURE
THE PENNSYLVANIA STATE UNIVERSITY

323 Agricultural Administration Building
University Park, Pennsylvania 16802

Official Business

24 months and beyond

Just two short years ago your toddler's only way of getting your attention was to cry. During the first few months after he or she was born, you heard him begin to babble, using all the sounds that would be needed for any language in the world. But he was listening to you, too, and gradually he shifted to using mostly those sounds he heard you use. This was preparing him to speak your language. Around the end of the first year, your baby may have begun to use one or two words correctly — maybe it was mama, or dada, or even shoe. Over the second year, the number of words your toddler understands has grown steadily and he now may be using short sentences.

As you look ahead, you should notice that your child learns the rules of grammar even though you are not teaching them directly. For example, he will start to say "shoes," "cups," "chairs," and "tables" as he learns plurals. Do not be surprised to hear him say "two foots" or "three mans" instead of "two feet" and "three men." These kinds of mistakes are very typical, and children correct them by hearing you speak the correct examples. So, when your child says, "I *goed* to the store," you should simply repeat the message, but correct the mistake by saying, "Oh, you *went* to the store!" With your good model, by the time your child is 5 or 6 years old, he will have learned almost all the basic grammar used in speaking English.

If your child is not speaking at 2 years, do not assume that something is wrong. Some children do not begin to talk until they are 3 years old. Children who are twins, have older brothers and sisters, or whose parents talk with each other more than with the child, often are older before they talk. When they do begin to talk, their language develops very normally. Sometimes we adults are so good at understanding our children's gestures and non-verbal sounds that they have no need to use language. Again, these children usually learn to talk without problems. They just start later.

If you keep up your regular visits to the doctor, he or she will be able to help you determine whether there might be some problem. For most children, language develops normally as long as we practice talking with our child: describing things for him, providing names, and using correct grammar in our own speech.

Baby's language is growing

Baby's personality is growing

As a parent, watching your child play with other young children can be exasperating, embarrassing, and frustrating. At first, your baby may have crawled over to another baby and pulled the other baby's hair or pushed him over. And you may have spent a lot of time rushing in to untangle fingers from hair, consoling the screaming victim, and scolding the attacker! After awhile, you might recall that your baby stopped "attacking" and being attacked and began to play along side of other children. Now you would see two babies playing in a room, each doing his own thing. This is sometimes called "solitary play" — children play alone and with different toys rather than with other children.

The third step on this road to learning how to get along involves two children playing with the same kind of toys and near each other; however, they still do not play with each other. For example, two toddlers may be playing in a sand-box, each using a shovel to fill a pail with sand, but they will not be talking to each other or cooperating to fill the same bucket. If they do interact with each other, the interaction is likely to in-

PS 0134

The Pennsylvania State University, Cooperative Extension Service, University Park, Pennsylvania

volve one taking the other's shovel or throwing sand at the other. This is the negative period of interacting and children do not understand what sharing means. Your 2-year-old might be right about here. He probably is playing with other children and, with your prompting, is trying to share. He still likes to take *all* the toys in the room and say "Mine" at the top of his lungs. Over the next couple of years you should get some relief. As your child learns to talk and express what he wants and likes and dislikes, it will become easier for him to negotiate with his playmates. Your suggestions for sharing, taking turns, and working together will more likely end in two or more children playing cooperatively. Battles will still occur, but the children will be able to resolve many of them without adult help. It is good to remember that children imitate what they see. So, when you talk with your spouse, your older children, and your neighbors, you will be teaching your child how to get along with others. If you yell and argue, it is likely that your children will. If you take turns, discuss disagreements calmly, and work together on projects, your children will be off to a good start in their own social development as a result of seeing your good model.

Baby's body is growing

Walking is such a milestone in a baby's life that we sometimes tend not to think too much about physical development after walking begins. We watch eagerly for physical developments in the first 2 years of our infants' lives: rolling over, sitting up alone, crawling and pulling up to a stand, and that most exciting first step. Once our baby becomes a toddler, however, our attention is caught by other developments: speaking, toileting without our help, dressing alone, and playing with others. We may not watch the physical growth so much any more. Over the next several years you should continue to consider physical development an important aspect of your child's overall development. Your child needs opportunities to practice using his large muscles for running, jumping, learning to balance on a narrow board (Have you ever slipped on ice and tried to catch yourself before you fell? That is like walking on a narrow board!), and climbing. If you help your child learn how to keep his eye on the ball and hit it with a bat when he is 5 years old, he will be better able to parallel park a car, or pound a nail to repair a chair, or remodel a room as an adult. So, take your child to playgrounds where climbers and swing sets are available. Play tag and ball with him to help with physical as well as social development.

We wrote earlier about how picking up a raisin between the thumb and pointing finger is a fine motor skill that shows us our children have the muscle ability to be able to control bladder and bowel movements. That same skill at picking up raisins is also related to being able to hold a pencil so that writing will be easier. Think of giving your child experiences that will help develop fine motor skills. Encouraging your child during preschool years to color, scribble with pencils, put pegs in peg boards, put puzzles together, and string thread-spools on a shoe string, is a good investment in your child's future. Later, threading a needle, repairing appliances, tuning a car engine — not to mention writing and reading — will all be easier if your child works on these skills now. So, continue to watch and encourage the physical development of your child even after he begins to walk!

Family customs

Work schedules, school plays, sports, bowling league, dance lessons, music lessons, and hundreds of other such activities often take so much time that many families find themselves spending very little time together when all members are present. Some families set up family customs or traditions to make sure that there is a time of the day or week when all the family plays, works, talks, prays, or does something as a unit. Maybe the family always eats one meal of the day together, such as dinner. Perhaps all go to the same church or synagogue service. Or Saturday morning may be for cleaning the house, followed by a family trip to a zoo, park, or other point of local interest. If your family has any traditions like

this, introduce your toddler to the practice very early. Don't wait until he is 6 years old and then suddenly expect him to fit right in.

If you do not have such a tradition, how about . . . . . ?

Special note to fathers

By 2 years of age your toddler has discovered that there are more people in the world than mother, father, sisters, and brothers. The first attempts your child makes to play with other children may appear to you to be more *anti*-social than social! Two-year-olds still don't have a well-developed sense of the meaning of "mine" and "share," and they overuse the word "no." But they also are able to play happily with a companion for long periods of time and to show great tenderness and compassion for their playmates. You can encourage your child to play peacefully with friends in some of the following ways:

- Let the child know that you are pleased when he plays well with others by praising him and showing interest.
- Allow the child to work out problems. Offer suggestions rather than solutions. "I wonder if there is *another* truck for Billy?" or "I wonder if you can think of a way to *share* the doll?" "Maybe you could think of a way to take turns."
- When tempers flare and someone gets hurt, often the aggressor is as upset by his act as the victim. You can show the child how to make amends by teaching the toddler to say he is sorry, to give the hurt child a hug or kiss, or to help put on a band-aid.

Discipline

- Praise your child for being good. Find something good to say to your child at least several times every day.
- Ignore bad behavior if it is not harming anyone or the house.
- If you need to stop your child from doing something (hitting someone, breaking dishes, pulling on drapes), think of some specific acceptable things you can offer for your child to do. (You can't throw the blocks, but you *can* throw your ball outside the house, or you can put your blocks in the box.)
- Save "Nos" for dangerous situations.
- Do not lose your temper with your child.

If you are consistent and predictable in following these suggestions, your child will learn the rules of your household more easily. He still will challenge and test you every once in awhile to see if your "No" still means "No." But your consistency will help your child develop internal rules of good conduct over the next several years.

House rules
Praise the good.
Ignore the bad.
Replace undesirable behavior
with acceptable alternatives.
Save "Nos" for dangerous situations.
Do not lose your temper with your child.

Notes on baby's growth

Health and safety tips

Here is the complete list of immunizations for the first 6 years of life as recommended by the American Academy of Pediatrics.

DPT (Diptheria-Pertussis-Tetanus)
- ☐ 1st shot — 2 months
- ☐ 2nd shot — 4 months
- ☐ 3rd shot — 6 months
- ☐ Booster — 18 months
- ☐ Booster — 4-6 years

Trivalent Oral Polio Vaccine
- ☐ 1st dose — 2 months
- ☐ 2nd dose — 4 months
- ☐ 3rd dose — 18 months
- ☐ 4th dose — 4-6 years

Measles-Mumps-Rubella — 15 months or older

Tuberculin Test — 1 year

Check your records to see whether your toddler is up-to-date on these immunizations. If not, check with your nurse or physician to schedule them.

- As your child plays with other children more, you should expect more colds and infections and other childhood diseases, such as chicken pox.
- We have repeatedly recommended that you help your child learn health routines in these early years. Brushing teeth, washing hands and face before and after eating, washing hands after using the toilet, combing hair, and bathing before bedtime are all good habits that are learned much more easily now than in later years. You can help your children learn by: (1) being a good model, (2) giving the child his own toothbrush, washcloth, and towel, (3) having a special stool so your child can safely reach the wash basin, and (4) praising and thanking your child when he remembers to do one of these washings or brushings by himself.
- Your child's first visit to the dentist should occur around the third year.

Preschool: yes or no?

A year or two from now many parents might wonder whether to send their child to a formal preschool. There is no evidence that preschool is a *necessary* experience for children. On the other hand, preschool may be very helpful in preparing some children for their formal education in elementary school and beyond. If you face this decision, here are some factors that might help you decide:

- Preschools may focus either on socialization (teaching children how to get along with others) or intellectual and language development (working on numbers and letters and doing pencil work that are the bases for reading, writing, and arithmetic later on), or on both of these. You will need to ask what it is you want for your child in order to decide which of these would be more important.
- Does your child have opportunities to play with other children regularly? Are there older brothers and sisters, or neighborhood friends, or some sort of play group that meets one or more times a week so your child learns how to be social? (Many churches have preschool-type activities for young children during the religious services.) If your child does not have chances to play with other children, preschool might be good for him.
- Do you read with your child, practice counting cars or other objects, and help your child recognize numbers and letters? Do you make sure your child has a chance to use pencils and crayons on paper? Sometimes we do not feel we understand math or grammar well enough ourselves to be good teachers for our children. Do not let that stop you from doing these activities. By showing your child that you consider these important things in life, you will help motivate your child to learn later.

If you decide to enroll your child in a preschool, when you choose one you will want to consider many of the same factors considered when selecting an alternate care giver or day-care center. We listed some ques-

tions you should consider in our last issue. Here are a few more which are specific to preschools:

- Are you invited to observe the classroom? (You *should* watch for at least a couple of hours.)
- Is there one adult to every 6 to 8 preschoolers? (Infants and toddlers require one adult for every 4 children.)
- Are there enough play materials for all the children?
- Do the adults seem to enjoy working and playing with the children?

Television

Some preschool age children watch television for as many as *2 or 3 or more hours per day*, which is one fifth of the hours they are awake each day. As a parent, you should be concerned with how this might affect your child's development. If your child watches *Sesame Street* or *Mister Rogers Neighborhood*, he or she might benefit from the educational content of the programs. If your child watches only cartoons, he will see violence in almost every cartoon program.

Parents are advised to think about several issues when deciding how much television their children may watch.

- Television does provide language models for children. But a TV does not correct nor support a child's attempts to speak. Only humans can do that.
- Do you want your children to view models of violence on television?
- Do you know right now how many hours a day your 2-year-old watches TV? What programs he watches? Is it important to you to know?
- What would happen if your television set stopped working and could not be repaired for a month? Would your child be able to entertain himself in other constructive play, or would he be so dependent upon the television to fill time that he would expect *you* to entertain him? In other words, is television stifling his creativity and imagination?
- Does television keep you from reading, talking, and playing with your child? Watching television together is parallel play, not cooperative play!

Television is a very powerful infuence in peoples' lives — children and adults alike. That fact is quite clear! What is not as clear is whether that influence is good or bad. We hope these questions and comments will provoke you to think about how much television you want to allow your children to see and what programs they watch.

MILESTONES OF BABY'S GROWTH

Every child is unique and develops at his/her own rate.
These milestones should be used only as general guides to your child's development.

	Here's how your baby's body will grow	Here's how your baby's personality will grow	Here's how your baby's language will grow
By 24 months	runs without falling	imitates housework	puts together a three-word sentence
	walks up and down stairs	doesn't share, but gives if asked	uses "I," "me," and "you"
	turns pages of a book	puts on simple clothing	names and points to pictures
Beyond 24 months	walks on tiptoes	washes and dries hands	gives first and last names when asked
	jumps with both feet	plays games like tag with others	uses plurals
	stands on one foot	likes to order other children around	can name and point out colors

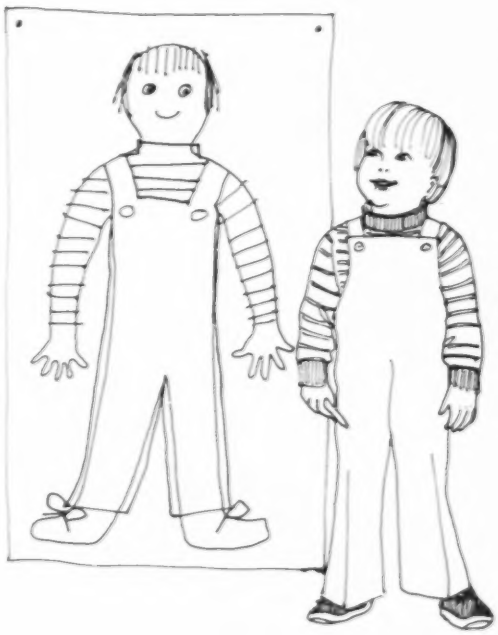
Baby games

Finger paint the refrigerator: The refrigerator door provides a washable easel! Let your child paint the door using the washable finger paint recipe below. When everyone is tired of looking at the masterpiece, wash it off and let the toddler create a new one!

FINGER PAINT RECIPE	
1 CUP laundry starch 1 CUP water 3 CUPS soap flakes Food coloring or powdered paint for color	Beat ingredients together. The food coloring will not clean up as easily as the powdered paint. Also, while this will come off a refrigerator surface easily, it won't come out of clothes so easily! You might want to provide your child with an apron or smock (an old shirt will do) while he is painting.

Body tracing: Have your child lie down on a large sheet of paper. Trace around his body outline with a pencil. Then tack the outline up on a wall and let the child draw in hair, facial features, clothing, and the like.

Parent's helper: Fantasy and imitation are two of the child's main forms of play at this age. You may find your child underfoot a great deal as he tries to imitate what you are doing. Instead of getting exasperated, provide some materials so that the child can imitate you — pots and spoons in the kitchen, a low workbench with rubber or wooden hammer and pegs to pound in the workshop, or a washtub or rubber dishpan in the laundry room.



Feelie box

Select 5 or 6 pairs of objects: 2 small cars, 2 wooden blocks, 2 balls, 2 books, and 2 spoons.

Lay one set of objects out on a table or the floor where the toddler can see them. Put the other set inside a box with a lid or in a bag. Ask the child to reach in without looking and to touch one of the articles. Then, ask him (still without looking inside the box or bag) to pick the article on the table that matches the one in the box. ("Find one out here on the table that is just like the one you are feeling inside the box.") After he guesses, have him take it out of the box.

Once he learns to play this game with the objects listed above, try a new set of objects that have very different surfaces: 2 pieces of sandpaper, 2 pieces of cotton material, 2 pieces of wood, 2 smooth rocks, and 2 sponges.

Play the game the same way. As he takes things out of the box, talk about how some things are hard and others soft, some rough and some smooth, and so on.

This is the last issue of "Off to a Good Start." We hope you have found these materials helpful and interesting. We have enclosed a mailer with some questions about this program; we would appreciate it if you could take a few minutes to complete it and return it to us. Your comments will help us evaluate the program and plan for changes in it. Thanks for your response!

Your county Cooperative Extension Service has other materials about family life that you may find helpful. For more information, contact:

You're off to a good start!

Off to a Good Start . . .
You and Your Baby, Program Director *James E. Van Horn*, Extension Family Sociologist.
Child Development material contributed by *G. L. Schilmoeller*, formerly Assistant Professor of Child Development, with *Florence Long* and *John Worobey*, graduate students. Nutrition material reviewed by *Anna Resurreccion*, Extension Nutritionist.

Penn State is an affirmative action, equal opportunity university.

Issued in furtherance of Cooperative Extension work, Acts of Congress May 8 and June 30, 1914 in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. L. F. Hood, Director of the Cooperative Extension Service, The Pennsylvania State University.

Please help us evaluate the *Off to a Good Start* series. You will find a brief questionnaire on the back of this page. Cut it out along the dotted line. After you have completed it, fold it in half with our address showing, staple or tape shut, and mail it to us. Thanks!

FOLD HERE

stamp

COOPERATIVE EXTENSION SERVICE
U.S. DEPARTMENT OF AGRICULTURE
THE PENNSYLVANIA STATE UNIVERSITY

323 Agricultural Administration Building
University Park, Pennsylvania 16803-9975

Official Business

1. How did you find out about "Off to a Good Start"? _____
2. Did you know about Cooperative Extension before enrolling in the program? _____
3. Did you share your issues with anyone else? Yes ___ No ___ If you did, how many others read them? ___
4. Did you save the issues of "Off to a Good Start"? Yes ___ No ___ Did you save the activity pages? Yes ___ No ___
5. Did the ideas and activities you read and studied in the "Off to a Good Start" Home Study Program *encourage you to do anything* with your child and/or family that you weren't doing before reading the article? Indicate below:

Subject	Very Much	Much	Some	Little	Very Little
Baby's Growth					
Mealtimes/Nutrition					
Discipline					
Health/Safety/Medical					
Special Note to Father					

Subject	Very Much	Much	Some	Little	Very Little
Activities and Games					
Brothers and Sisters					
Child Care					
Family Customs					
TV					

6. Please describe one or two specific things you *now* do with your child(ren) or family as a result of participating in "Off to a Good Start." _____

_____

_____

_____

7. Husband's occupation _____
   Wife's occupation _____
8. Location of home (check one)
   City ___ Borough ___ Township (village) ___ Township (farm, open country) ___

File No. VIC2b RSM187 U.Ed. 84-459